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ABSTRACT

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Instructional Systems - Home Economics

FINAL REPORT

Home Economics Research Project With Focus On

PREPARATION FOR A DUAL ROLE: HOMEMAKER-WAGE EARNER

With Adaptations to Inner City Youth

Project Numbers 6-3049, 6-3050, 7-0006
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Volume II

Resource Curriculum Materials

Julia I. Dalrymple, The Ohio State University, Columbus, Ohio
Phyllis K. Lowe, Purdue University, Lafayette, Indiana
Helen Y. Nelson, Cornell University, Ithaca, New York

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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education, Bureau of Research

To help young men and women
take their places in the adult world
as homemakers and wage earners

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PREFACE

The curriculum materials in this publication were developed, experimentally tested, revised in light of the experimentation, and are presented here for use by teachers. They were developed as part of the study, The Efficacy of Home Economics Courses Designed to Prepare Disadvantaged Pupils for Their Homemaker-Family Member Role and the Dual Roles of Homemaker and Wage Earner. The purpose of the study was to discover some implications for teaching those from poverty areas in an urban setting through careful evaluation of (1) a newly designed home economics course which prepares disadvantaged pupils for their roles as homemakers and family members in a changing society and (2) a newly designed course which prepares disadvantaged pupils for their dual roles of homemaker and wage earner in occupations utilizing home economics knowledge and skills.

As the changing roles of men and women have evolved, the idea of new secondary level home economics programs has been acclaimed, some developed, but little data have been secured to describe the relative merits of such programs. Because vocational home economics programs have traditionally been found more often in the rural schools, it was not known what impact a vocational home economics program could make on students in urban areas. Furthermore, it is generally recognized that today's educational programs reflect the values and standards of the middle socio-economic group. Home economics subject matter deals almost entirely with the values, material culture, decisions, and aspirations of people as they operate in daily life--areas in which the effect of deprivation is most often apparent. Therefore, if home economics makes an effective contribution to the life and work of culturally and economically disadvantaged youth and helps break the "cycle of poverty," some modification of the present home economics program is essential.

The research was a cooperative effort by three principal investigators from Purdue, Cornell and Ohio State Universities working in Indiana, New York, Ohio, and Connecticut. A workshop was held at Purdue University at which, in accordance with the research design, ten of the twelve home economics teachers participating in the study were trained and the two curricula were developed. Schools selected for participation in the study were located in urban areas consisting of pupils who are socio-economically and culturally disadvantaged. Special problems, characteristic of students of inner-city classes, were considered in determining course objectives and the learning experiences, such as poor reading ability, families of low income, and differing cultural patterns and values.

As the experimental classes were conducted, teachers evaluated each subconcept taught, using a rating scale which delineated the relevance and clarity of objectives, degree to which learning experiences were meaningful and appropriate, student behavioral response, and usefulness of teaching materials. Teachers were asked to comment and record anecdotes at the completion of each subconcept and to make a comprehensive, overall evaluation of the curriculum materials at the end of the course. In addition, both teachers and a sample of students were interviewed at the conclusion of the course with the interview schedules focused on student and teacher reaction to more general questions about the programs.

All data collected from teachers and students regarding the curricula were put in summary form for consideration by researchers and teachers meeting in a second workshop, held at Cornell University, at which the curricula were revised. The decision was made at that time to combine the Homemaker-Family Member curriculum and the Dual Role curriculum into a single guide which can be adapted to either emphasis. The revised curriculum is presented here.

Results of the total study will be reported, upon completion, in Volume I of the current project.

Principal Investigators: Julia I. Dalrymple, Ohio State University
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February, 1970

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The project staff gratefully acknowledges the vital contribution of personnel in participating schools including administrators, counselors, teachers and students who devoted much time, interest and effort to supplying data for the study.

The help of the many students and teachers who assisted with the pretesting of instruments used in the study and the cooperation of interested faculty at the three sponsoring institutions are also deeply appreciated.

Personnel in the Department of Community Service Education, Cornell University, who worked with the preparation of curriculum materials, development of instruments, collection and analysis of data include research associates Dr. Ruth P. Hughes and Mrs. Gertrude P. Jacoby; research assistants Mrs. Nancy H. Miller, Linda Angliss and Terrie Mikesell; and Victoria Nelson, illustrator.

Personnel in the School of Home Economics in the College of Agriculture and Home Economics, the Ohio State University, who assisted with the Purdue Workshop and preparation and dissemination of curriculum materials include research associates Dr. Marjorie Stewart, Mrs. Linda Cloaninger, Mrs. Marianna Crawford, Mrs. Lillie Glover, and Miss Mary Lou Thomas.

Personnel of the Home Economics Education Section, Purdue University, who assisted with the Purdue Workshop developing the curriculum guides, the collection and analysis of data include Karen M. Bender, Rose Mary Carter, Judyth Knauer, Beverly Buechele Paulet, Barbara J. Ransberger, and Elaine D. Trikolas.

Special appreciation is due Dr. Mary Lee Hurt and Dr. Elizabeth Simpson, Project Directors, U.S. Office of Education, for their guidance and support of the research.

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GLOSSARY OF TERMS

(Terms used in a unique manner in this syllabus, as defined by the workshop participants)

1. Brainstorming--"Off-the-top-of-the-head" comments made in an informal discussion.

2. Case Study or Situation--Presentation of a specific problem from which students evaluate, analyze and draw conclusions.

3. Circular Discussion--Class members in a clock-wise direction contribute to a subject during a short time limit. Member may (1) contribute, (2) pass, (3) donate time to thought.

4. Concept--A mental image or understanding of a big idea...an overall idea of a general notion made possible through knowledge of a particular aspect of it. Page 439, Aleene A. Cross, Enjoying Family Living, Philadelphia: J. B. Lippincott Co., 1967.

5. Deficit--A weakness or lack of something which is needed by an individual. We all have deficits which we need to recognize and may need to try to overcome (e.g., poor grooming habits which may interfere with obtaining or holding a job).

6. Dual Role--Assuming the responsibilities of a homemaker and a wage earner simultaneously.

7. Entry Level Jobs--Those jobs which require a minimum amount of knowledge and skills. Entry level jobs may lead to higher level jobs as a person gains experience and/or further training.

8. Generalization--A generalization is a complete thought which expresses an underlying truth, has an element of universality, and usually indicates relationships. Page 26, Illinois Curriculum Guide.

9. Ground Rules--A set of operational guidelines agreed to by a group, such as: keeping all agreements, being honest with each other, and carrying out responsibilities. Rules agreed upon by all members of the class and the teacher are followed and may serve to add esteem and build a sense of trust in self and others (e.g., I will keep the confidences shared in class).

10. Job Cluster--A group of jobs with different titles which involve a basic core of similar job skills and responsibilities (e.g., waitress, countergirl, cafeteria server).

11. Learning Experience--A variety of methods, materials, or procedures involving students, and used to focus on a central purpose (or content), in an orderly sequence, for the achievement of the desired learnings. Such an experience is flexible to allow for individual differences and situations (e.g., compare the cost of a variety of commercial and made-at-home toys suited to different ages). Olive A. Hall and Beatrice Paolucci, Teaching Home Economics, New York: John Wiley and Sons, Inc., 1961.

12. Love Types--Greek definitions:
    a. agape--self-giving love, expressed freely without thought of cost or gain (e.g., group feeling in communal living--all members give what they can).
    b. eros--self-fulfilling love, to satisfy one's own needs.
    c. eratas--love of places or things (e.g., love of country).
    d. philios--brotherly love (e.g., love for a dear friend).

13. Mainstream--The situation in which an acceptable code of behavior is followed by a majority of the people in a society in order to function in that framework (e.g., in order to work in public, certain manners are considered minimum).

14. Minute Drama--A presentation taking one minute or less to enact. This short skit serves as a common base of experience from which the class discussion is guided. The situation sets the stage and introduces the characters. No props are necessary. Each participant reads in turn. The following is an example of a minute drama concerning the values of convenience.

Situation: A neighbor is visiting in the kitchen.
Neighbor: Sue, I just can't understand why you put your washer and dryer in the kitchen. I always thought a person was supposed to do laundering in the basement.
Sue: I thought about putting them in the basement--but with the baby I have to wash every other day. It is much more convenient to have the washer and dryer in the kitchen.

This is followed by discussion addressed to such questions as: "What were Sue's values?"

15. Opposing Panels--This technique is useful for review or evaluation. It quickly covers important information. Teacher divides class into two groups, one group to ask questions, the other to answer. Announce the topic and allow time for both groups to formulate questions. The teacher serves as referee. For a specified time one group questions the other. The teacher keeps score counting one point for each correct answer of the answering group and subtracts one point from the questioning side for each incorrect answer accepted as correct. The teacher should keep notations of the incorrect answers accepted for class discussion following the session. After the specified time limit, the groups reverse roles and score is kept until each side has an equal amount of time.

At the end, the teacher may correct the information noted as correct when actually incorrect--and give the scores. The groups may then summarize the knowledge they gained.

16. Payoff--A goal, either short or long term; something a person strives toward. Payoff is what one gets for his efforts. Payoff was selected for use instead of goal in an effort to adopt the language which appeals to and is used by the students.

17. Popcorn Sessions--Following an experience (film, filmstrip, etc.), class members are asked to "pop up" with ideas related to the experience.

18. Radioscopics--Individual students ask others to react to a picture, real object, or symbol with a question on front and an answer on the back. This associative device aids retention.

19. Role--A socially prescribed pattern of behavior corresponding to an individual's status in a particular society.

20. Role Play--A dramatic technique in which a problem area is explored in terms of feelings and emotions. Teacher presents problem area (e.g., "Do high school pupils really sometimes feel their parents don't love them?") Students react and give illustrations of situations where problem occurs. Students fully describe principal characters in the situation to be enacted. Each student identifies with one of the characters. Some of the students act out the parts and make effort to really feel like the role. Teacher leads discussion following dramatization with questions such as, "Martha, how did you feel when...", etc.

21. Sexuality--The physical and emotional aspects of a human as that person develops into a fully feminine or masculine being, capable of interacting as a complete person with other feminine and masculine persons; a completeness of being warm, capable of mature love of different types; an intangible thing, but quite real.

22. Strengths--The opposite of deficits...positive aspects of the personality and physical nature of a human. Teachers should build on a person's strengths and use them to help him experience some success (e.g., student's warm smile, regular attendance, musical ability, taste in clothing).

23. Values--Values are ideas or opinions that give direction to behavior and meaning to an individual's life.

24. Value System--The whole set of values that a person feels are worthwhile and meaningful in his life.

Color Coding

Teaching materials included with this guide are color coded to correspond with the particular section and are found in the appendix.

Preliminary Materials - White

Skills for Living - Pink

Skills for Employment - Green

Skills for Homemaking - Yellow

SUGGESTIONS FOR USING GUIDE

This curriculum is designed as a guide in planning and carrying out two possible programs in secondary home economics, one which is directed toward preparation of pupils for their roles as homemakers and family members in a changing society, and a broader course which includes the concepts of the former program but in addition prepares students for the dual role of homemaker and wage earner. Suggested concepts to include in each of the two courses are listed below along with possible time allotments.

Preparation for Dual Roles of Homemaker-Wage Earner

	Time (Weeks)
I. Skills for Living	
A. Basis of Action and Interaction	2
B. Self-Concept	6
C. Dual Role	2
II. Skills for Employment (Include all subconcepts)	12
III. Skills for Homemaking	
A. Family	6
B. Management as a Working Homemaker	8

Preparation for Role as Homemaker-Family Member

	Time (Weeks)
I. Skills for Living	
A. Basis of Action and Interaction	2
B. Self-Concept	8
C. Dual Role	4
II. Skills for Homemaking	
A. Family	8
B. Management as a Working Homemaker	8
III. Skills for Employment (Suggested subconcepts)	6
A. Obtaining employment	
B. Personal characteristics	
C. Personal conduct	
D. Attitude toward job	
E. Paychecks and payroll deductions	
F. Employment security	

*Suggestions marked with asterisk will be helpful when conducting the Homemaker-Wage Earner course; those not marked apply to both Homemaker-Wage Earner and Homemaker-Family Member courses.

Steps to Take Prior to Course:

* 1. Survey community for student job opportunities and contact possible employers.

* 2. Obtain a letter of introduction to prospective employers from your administrator. (See sample form in Appendix A.)

* 3. Inform students, guidance counselors and teachers about the objectives of the course prior to scheduling for the year.

4. Make home visits or send letters to apprise parents of the purposes of this course.

5. Check your school office about procedures you are to follow in providing an itinerary when you are away from the building for course-connected reasons.

6. Check with appropriate school personnel about course expenses for travel and supplies such as food, visual aids, duplicating.

7. Plan to use social, community and educational services; organize your materials and/or schedule to co-ordinate with the services you choose.

8. Refer to list of audio-visual and other materials that should be ordered in advance to facilitate their use at the appropriate times.

9. Whenever possible, duplicate materials in pupil quantity in advance of concept to be taught.

*10. If occupational experience is part of the course, arrange for an advisory committee. (See suggested procedures in Appendix A.)

11. It is suggested that the class be scheduled just before or just after lunch or just before or just after a study hall for all to make more time available for learning experiences requiring a double period.

*Suggestions marked with asterisk will be helpful when conducting the Homemaker-Wage Earner course; those not marked apply to both Homemaker-Wage Earner and Homemaker-Family Member courses.

After Course Begins:

* 1. Send training memorandum to employers. (See Appendix A.)

* 2. Check on work permits for students.

* 3. Check on health exam and/or food handler permits for students.

* 4. Supervise on-the-job training as needed.

5. Certificates showing completion of course may be given to students at the end of the course or at a special assembly. (See Appendix A for sample.)

6. Be alert to new laws and regulations.

7. Substitute new and better teaching aids for those included, as they become available.

8. Make arrangements for each student to have a folder, tote drawer or the like to store materials developed during the course.

Remember that you can adjust
the guide to meet your needs.

Films and Filmstrips to be Ordered Ahead of Time

Films and Filmstrips	Subconcept
Who Am I? Search for Self	Determining Individual Strengths
Go, Grow, Glow Breakfast for B.J.	Basic Needs
Tobacco and Alcohol - the $50,000 Habit	Personal Safety
Understanding Your Love Feelings Somatic Consequences of Emotionally Starved Children OR The Quiet One Preface to a Life	Love
And They Lived Happily Ever After? Older Teens & Family Relationships series Young Teens & Family Relationships series	Looking Forward to Marriage
How to Apply for a Job	Personal Characteristics
From Hashslinger to Food Handler	Personal Conduct
The Stowaway	Sanitation in Food Service
Garnishes Company's Coming	Front of the House Skills
All About Knives Song of the Salad Modern Sandwich Methods Coffee Please	Food Preparation Skills

Films and Filmstrips	Subconcept
Sex: A Moral Dilemma for Teenagers Love and the Facts of Life series The Game	Sexual Morality & Responsibility
Birth of a Baby From Generation to Generation	Sexual Differences and their Biological Basis
Phoebe	Some Problems Concerning Sexuality: Unwed Pregnancy
Quarter Million Teenagers Her Name was Ellie and His Lyle	Some Problems Concerning Sexuality: Venereal Disease
Comparison in Contraception (If approved for use in local school)	Birth Control
Learning While They Play Gilberto and the Wind	Adequate Care of Children: Needs
Who'll Take Care of the Kids?	Adequate Care of Children: Facilities
A New Look at Budgeting	Managing Money: Planning
The In Way to Meal Making	Managing Family Foods: Planning
New Hostess at Home	Managing Family Foods: Food Skills
The Road to Responsibility	Sanitation & Safety in the Home
Our Modern Washday OR Focus on the Family Wash	Care of Clothing

SUGGESTIONS FOR EVALUATION

Experience of those working with disadvantaged students who also have reading difficulties has shown that traditional pen and paper tests by themselves do not provide a valid measure of student progress. Additionally, programs of the present type are heavily concerned with development of positive attitudes and with skills as well as knowledges, demanding that these important domains also be measured.

The total evaluation planned as part of the research recognized these facts and made use--in addition to traditional achievement tests--of such techniques as employment of descriptive rating scales to measure skills in personal relationships and occupational skills, attitudinal scales, anecdotal records, and student and teacher interviews. An attempt was made, in developing the curriculum guide, to build in evaluation through the writing of objectives which pointed out ways of securing evidence that they were being met. Accordingly, evaluation methods are included in the suggested learning experiences and some specific measuring instruments are included in the appendix.

The teacher may wish to review techniques for measuring affective and psychomotor objectives in the references listed below. The techniques include ranking, rating scales, check lists, product scales, anecdotal records, interviews, pupils' diaries or responses to open questions, sociograms, social distance scales, "Guess Who" questionnaires, and personal inventories. Other forms of evaluation appropriate to the situation are student ability to verbally state a simple generalization related to each lesson and student requests for additional learnings.

References

Hall, O. & Paolucci, B. Teaching home economics. New York: John Wiley & Sons, 1961.

Hatcher, H. & Andrews, M. The teaching of home economics. Boston: Houghton Mifflin Co., 1963.

Ahmann, J. & Glock, M. Evaluating pupil growth. Boston: Allyn & Bacon, Inc., 1967.

Mager, R.F. Developing attitude toward learning. Palo Alto, Calif.: Fearon Publishers, 1968.

SKILLS FOR LIVING

Key: * Appended
** To Be Ordered by Teacher

TEACHER NOTE: Teachers planning a work experience for their students should be completing a survey of the community for possible job opportunities. They should have contacted possible employers and interpreted the program to them. The advisory committee should be called on for assistance.

A. CONCEPT: BASIS OF ACTION AND INTERACTION

Subconcept: Ground Rules for Course

Behavioral Objectives	Generalizations	Learning Experiences
	****** TEACHER NOTE: 1. Use circle seating. 2. Put course title on blank bulletin board. 3. Have available blank cards for name tags, pins, marking pens. *****	
	TRUST IN INTERPERSONAL RELATIONSHIPS IS BUILT UPON A SENSE OF HONESTY AND RESPONSIBILITY.	1. Teacher introduce self and tell something about herself.
Student expresses himself freely.	Free expression is enhanced by a classroom atmosphere of acceptance of individual feelings.	2. Teacher write out name tags as each student introduces himself around the circle.
Student identifies his goals.	Everyone has goals (things he wants in life).	3. Students introduce themselves and write one thing they want out of life on slip of paper to hand in anonymously.
		4. Teacher write things students want out of life on one side of chalkboard and areas of study in course on the other.

Behavioral Objectives	Generalizations	Learning Experiences
		5. From stack of previously assembled clippings, students select magazine pictures to prepare Bulletin Board for areas of study in course.
		6. When Bulletin Board is finished, teacher ask students to tell what area(s) of study they think might help them get what they want out of life.
Student comprehends meaning of honesty and responsibility in interpersonal relationships, as shown by his ability to keep agreements with classmates and teacher.	Honesty and responsibility practiced between two people enable each to be of most help to the other.	7. Ask class if they were really honest in their statements about what they want out of life. A. Discuss what is meant by honesty. B. Discuss what being honest means to each student.
		8. Consider different aspects of honesty by drawing ideas from students, such as respect for property of others, being true to self or two-faced, relating an incident (gossip), telling white lies, cheating on homework or tests.
		9. Circular discussion of how we can use honesty in dealing with each other.
		10. Teacher share story or illustration of honesty between people. (See pp. 17-20, Thresholds to Adult Living.) **1

Behavioral Objectives	Generalizations	Learning Experiences
		11. Consider "Responsibility": A. What does responsibility mean? Write word and students' ideas on chalkboard. B. Ask students to share what being responsible means to them. C. Discuss what is involved in being responsible. 12. Consider how responsibility and honesty are related. 13. Students read "Case Study #1: Janice," which illustrates relationship between honesty and responsibility. Answer questions honestly. *1
	In order for a group to permit and help each member to attain his own goals, agreements must be made and observed that will make this possible.	14. What does "Making agreements" mean? A. Teacher give examples of making agreements. B. Students make radioscopics illustrating agreements. C. Class form some ground rules based on honesty and responsibility; e.g., be honest with each other, carry out responsibilities, and keep all agreements.

Behavioral Objectives	Generalizations	Learning Experiences
Student is able to make and keep honest and responsible agreements.	One demonstrates honesty and responsibility by making and keeping agreements. ***** TEACHER NOTE: Students may enjoy planning a different kind of birthday party each month. Families of those celebrating their birthdays could be invited to attend or guest speakers might be included. Students could describe on a small card the kind of gift they'd give each person having a birthday and tell why they'd choose it in terms of needs. Summer birthdays could be celebrated in June. *****	15. Students make several agreements that are real enough so that they can check themselves the following day. Teacher should also make agreements; e.g., A. Students agree to bring paper and pencil to class. B. Students agree to be honest in the day's discussion. C. Teacher agrees not to criticize students when they express themselves freely. D. Teacher agrees to listen with an open mind. E. Students agree to return something they might have borrowed. F. Students agree to come to class on time. G. Students agree not to fix make-up or comb hair in class. An example of an agreement which is more long-term is: students agree to remain in school after getting a job.
	If one makes agreements, he has a responsibility to keep the agreements.	16. Students and teacher write agreements on "Check Sheet for Keeping Agreements." *2 Students check the chart for the agreements kept. This might be done for two or three days. Teacher and students sign, if desired. Use "Personal Agreement Diary" also. *3

Behavioral Objectives	Generalizations	Learning Experiences
		17. Consider Agreements: A. Discuss how you feel when you keep agreements. B. Discuss how you feel when you fail to keep agreements.
Student identifies some short-term and long-range payoffs that he wants to attain.	Some payoffs may be achieved in a short time with little effort, but more important payoffs usually require longer time and much more effort to attain.	18. Define what is meant by "Payoff." 19. Students list payoffs they want to attain tonight; e.g., finish homework and chores in time to watch favorite TV show. Check the next day to see if they attained the payoffs. Discuss payoffs that will take longer, perhaps a month, to achieve; e.g., some new items in wardrobe, better grades. List steps in achieving these payoffs. Each student write a payoff that may take up to a year to attain; e.g., graduation from high school. List steps for attaining.
Student identifies ways of attaining payoffs.	There are several different means available to each person for achieving the same payoff.	20. Role play a family situation showing how different family members may want the same things but use different means to attain them. 21. Utilize Bulletin Board, "Climb to a Payoff." Use pictures from magazines or sketches to represent student goals. #4

Behavioral Objectives	Generalizations	Learning Experiences
		A. Consider differences in the goals of class members. B. Develop a plan that could lead to attaining several pupil goals. 22. Use case situations to develop behaviors for meeting a specific goal. See "Case Study #2: Bob" and "Case Study #3: Brenda." *5 *6 23. Share with students some specific learning experiences that will be included in the course in order for students to reach their payoffs. 24. Discuss: If I could show you how to get what you want, would you want me to? Would you cooperate? Can you trust me? 25. Students suggest class experiences which would help them reach the projected course outcomes; e.g., what do you need to learn or do in order to become an employee and/or homemaker?

Subconcept: Determining Individual Strengths

Behavioral Objectives	Generalizations	Learning Experiences
Student comprehends and identifies his strengths and his deficits. He starts to build on strengths to overcome deficits to reach goals that he sets.	AN INDIVIDUAL'S AWARENESS OF HIS STRENGTHS AND DEFICITS ENABLES HIM TO BUILD ON THE POSITIVE TO OVERCOME THE NEGATIVE.	1. Use Bulletin Board, "How Do You See Yourself?" Students and teacher clip pictures which show how they see themselves and add to Bulletin Board. *7 2. Using pictures from Bulletin Board, identify and discuss what both students and teacher see as their strengths.
	A strength is a strong point. A deficit is a limitation or weakness.	3. Discuss what is meant by strengths as opposed to deficits. Give illustrative examples.
		4. Students list their own strengths and deficits. Discuss the strengths and deficits they are willing to share.
	***** TEACHER NOTE: If class includes occupational training the following should be underway: · Physical examinations. · Applications for Social Security numbers. · Work permits secured. *****	5. Use TV family situation program, daytime serial, or "Case Study #4: Larry" to analyze strengths and deficits. Use this situation to illustrate how one can overcome deficits with strengths. Refer back to Bulletin Board. *8
		6. Teacher and students write or tell about "One of the Happiest and One of the Saddest Days of My Life" or write an autobiography. Teacher may make copies for her personal files; return originals.

Behavioral Objectives	Generalizations	Learning Experiences
		7. Students share their happiest and saddest experiences and compare how they are alike. 8. Class view pictures from Family of Man or, in small groups, consider pictures of groups of people. Students may be divided into groups according to birth month. Students list similar characteristics of the people in the pictures. Discuss. **2 9. Students look for magazine and newspaper articles which show how a person has used his unique characteristics to advantage. Share with class. 10. Class read "Case Study #5: Bud," which shows unique characteristics and how they can be used to advantage. *9 11. Students compare their individual goals with their strengths and deficits and make a plan for developing their strengths and reaching their goals. Class make an agreement to begin to carry out the plan. Keep a record of progress.

Behavioral Objectives	Generalizations	Learning Experiences
Student recognizes acceptance and non-acceptance of strengths and deficits.	Acceptance of one's strengths and deficits is a step toward getting along with one's self and others.	12. Show situations where acceptance and non-acceptance of an individual's strengths and deficits affected his relationship with others. Use "Minute Dramas: Carmin." *10 13. Use filmstrip and record, "Who Am I? Search for Self." Summarize with Popcorn Session. **3
Subconcept: Problem Solving Through the Decision-Making Process		
Student recognizes that everyone, including himself, has problems which must be solved. Student comprehends that decisions are needed and how they are made, as shown by his ability to solve problems.	MODERN LIVING CREATES MANY PROBLEMS WHICH MUST BE SOLVED BY THE MAKING OF A DECISION. ***** TEACHER NOTE: Relate problem solving and decision-making to individual goals, strengths and deficits. *****	1. Students identify a problem related to the group. Class discuss how problem can be solved using decision-making process. Steps in the decision-making process include: A. Identify problem. B. Group discuss possible alternative solutions, which are listed on chalkboard. C. Group reach decision together. D. Group utilize own resources to carry out solution. E. If solution doesn't work, either go back and start step A or seek expert help.

Behavioral Objectives	Generalizations	Learning Experiences
		2. Each student and teacher write down a personal problem of his own and list possible solutions. Class discuss best possible solution to each problem. 3. Each student makes an agreement with the class and teacher to act upon the decision he has made to solve his problem. He also agrees to report back to the class on the results of his action.

References and Resources: Basis of Action and Interaction

Student References:

1. Craig, H. J. Thresholds to adult living. Charles A. Bennett Co., 809 W. Detweiller Dr., Peoria, Illinois 61614, 1969. (**1)

2. Museum of Modern Art. Family of man. 11 W. 53rd Street, New York 10019, 1955. ($2.95) (**2)

Visual Aids:

Society for Visual Education. Love and the facts of life.
1345 Diversey Parkway, Chicago 60614.
Series of filmstrips with records: Learning about love and sex
Growing up, from childhood to maturity
Having a baby
Understanding your love feelings
Who am I? The search for self (**3)

B. CONCEPT: SELF-CONCEPT

Subconcept: Basic Needs: Physical

Behavioral Objectives	Generalizations	Learning Experiences
Student identifies various ways in which physical needs affect human behavior, feelings, and personal experiences.	EACH INDIVIDUAL MUST FIND SOME MEANS OF SATISFYING HIS PHYSICAL NEEDS FOR SURVIVAL.	1. Students find pictures of people at various ages and discuss: A. What needs must be supplied for survival of this individual? B. Who can (must) supply these needs? 2. Use Bulletin Board, "What Do We All Need?" Students give evidence that one would die without: air, food, water, clothing, shelter, rest and exercise. (Use man on the moon as an example.) *11 3. Use radioscopics and discussion to point out ways of satisfying human needs: Food: Buy, grow, steal, cook; feed babies, the elderly and sick. Air: Clean, polluted, stuffy, cracks in house. Water: Pure, impure, effects. Clothing: Buy, make, steal. 4. Draw cartoons to illustrate ways that inadequate supplies of physical requirements can influence appearance (hair, size, and look of alertness), feelings and behavior. Suggested reference: "Food Makes a Difference." **4

Behavioral Objectives	Generalizations	Learning Experiences
Student comprehends that proper nutrition is one way to meet his basic physical needs.	Food is the usual source of nutrients. Combining foods in many patterns can result in obtaining the essential nutrients.	5. View filmstrip, "Go, Grow, Glow," which emphasizes food needs. **5 6. Students use "A Girl and Her Figure" and " A Girl and Her Figure and You" or "A Boy and His Physique" to help each assess his own food needs. **6 **7 **8 7. View filmstrip, "Breakfast for B.J.," which emphasizes new and different foods for breakfast and other meals. **9
Student plans and prepares menus which include the essential nutrients.	An adequate balance of nutrients is essential to meeting physical needs for health.	8. Students plan menus, using new ideas, and including snacks as a part of the day's food requirements. (Use of food models or "Comparison Cards" may help students "see" what they are planning.) **10 **11 9. Divide students into groups using color chips taped to chair bottoms, or students draw different kinds of wrapped candy from a bag. Each group choose and prepare menus using new foods. 10. Evaluate menus prepared in relation to Basic Four information. 11. Start rat experiment to show actual effects of deprivations of various kinds. See "Animal Feeding Demonstration." May ask cooperation of Science Department. **12

Behavioral Objectives	Generalizations	Learning Experiences
Student identifies physical needs that vary with age, sex, and bodily functions.	Individual physical needs differ dependent upon age, sex, and bodily functions.	12. As a review, study acquaintances, friends, family, determining types of needs which each has (age, sex, bodily functions). Suggested film: "Life With Baby." Class compare needs of others with own needs. **13 13. Class survey friends and relatives to determine amount and kind of exercise they get, using "Meeting Physical Needs Survey." Generalize about appearance, feelings, and behavior of those who get much and those who get little exercise. *12
Subconcept: Basic Needs: Personal Safety		
Student identifies safety as a basic human need. Student identifies and practices the techniques of preventing food contamination.	THE NEED FOR SAFETY IS COMMON TO ALL HUMANS AND IS EVIDENCED IN DAILY LIVING. Contaminated food is injurious to health. ***** TEACHER NOTE: The Skills for Employment section includes a related subconcept, "Sanitation in Food Service." *****	1. Students brainstorm about physical hazards to health and personal dangers. 2. Students find news articles or invite resource person to illustrate dangers from contaminated food. Discuss body's reaction to contaminated food. 3. Demonstrate and practice ways of keeping various foods from becoming contaminated; e.g., through cleanliness, refrigeration, storage.

Behavioral Objectives	Generalizations	Learning Experiences
Student identifies effects of alcohol on the body.	Excessive use of alcohol may be detrimental to the body systems and organs.	4. Utilize resources available from local Alcoholism Council: film or resource person to discuss the effects of alcohol consumption on the body. Suggested references: "Thinking about Drinking" and "It's Best to Know." **14 **15
Student recognizes relationship of smoking to cancer and heart disease.	Smoking can be hazardous to your health.	5. Use one or more of the following to initiate class discussion on the hazards of smoking: Invite a resource person, such as a doctor or person who had cancer related to smoking, to speak to class. Students take "Cigarette Quiz." **16 Read "You Can Quit Smoking--Young Smokers Aren't Really Hooked." **17 Class set up an experiment or demonstration on smoking. **18 6. Use filmstrip and record, "Tobacco and Alcohol--The $50,000 Habit." **19 Discuss.
Student identifies various kinds of drug abuse and the effects on the mind and body.	There are many different kinds of drug abuse.	7. Provide students with a variety of authoritative materials and information on drug abuse. Using "Narcotics *13 Identification Chart," "7 Symptoms," *14 Public Health Service Bulletins No. 1827-30, and "Facts About Narcotics" as a **20 basis, class discuss different types of drug abuse. Consult health department **21 and local or state police for additional materials.

Behavioral Objectives	Generalizations	Learning Experiences
	Drug abuse can result in serious impairment of mental and physical health.	8. Invite a psychologist, physician, or excise officer (through police department) to give the students the facts about drug abuse or schedule a movie, "Marijuana" or "LSD: The Acid World." **22 **23
Student identifies and uses various ways of protecting himself while on the streets.	A knowledge of many simple methods of self-defense are essential for personal safety.	9. Use "18 Ways to Stay Safe on the Streets" as a basis for class discussion of the ways people can avoid being attacked. **24 10. Invite a policewoman or other self-defense expert to demonstrate techniques a person can use to free himself from an assailant. 11. Conduct a Popcorn Session to share ideas on how students can dress, act, and walk so that attacks on the street will be minimized. 12. Summarize by using radioscopics or by having students make a Bulletin Board which illustrates how food poisoning, alcohol, tobacco, drugs, and behavior on the streets affect personal safety.

Subconcept: Basic Need: Love

Behavioral Objectives	Generalizations	Learning Experiences
Student identifies different types of love and different ways people express love.	THE HUMAN NEED FOR LOVE ENCOMPASSES ALL INDIVIDUALS.	1. Each student write down what he or she thinks love is and hand in anonymously. Teacher read each aloud and class discuss statements; or use tape recorder to record answers to "What is Love?" Use at the beginning and end of subconcept: Love. Class compare before and after answers. 2. Students classify types of love and degrees of love using Greek definitions of eros, philios, agape, and eratas.
	Love needs must be met in order to achieve self-esteem.	3. Using information from current films, novels, or TV, categorize types of love. How was the love expressed in each case? How did the loved ones feel? Those surrounding them? Did the love serve to benefit all concerned? If not, why not? Was it a selfish or unselfish love? Discuss the meaning of each kind. Give examples, consequences.
	Each person has different ways of expressing love.	4. Identify ways to express love. Prepare Bulletin Board, "Love is..." *15 5. Students tell: How you feel when you think you're loved, and how you feel if you think you're not loved.

Behavioral Objectives	Generalizations	Learning Experiences
		6. Circular discussions: "Why must we have love?" or "Why is love necessary?" 7. Students write or tell how they feel when they are punished by a stranger or by a loved one. 8. View filmstrip, "Understanding Your Love Feelings." Discuss how we show our love. **25
Student identifies how food is used to express love.	Food is a socializer and can serve as a symbol of love.	9. Students identify how food can express love and role play situations from their personal experience where food has served as a symbol of love. Discuss the feelings of each person involved. Each draw a picture showing how he feels when food is used as a symbol of affection or acceptance.
Student defines the term "socializer." Student plans and carries out a social situation using food.		10. Students and teacher cooperatively plan situations that would show the use of food as a socializer; e.g., a party, informal get together. Whom would they invite? Why? What food would they serve? Why? How would they feel? How would their guests feel?

Behavioral Objectives	Generalizations	Learning Experiences
		11. Students choose appropriate situations and carry them out. Analyze each completed situation. How was the food used as a socializer? Did it convey love, acceptance, and belonging to the recipients? How?
Student comprehends that love and security affect normal development as evidenced by citing examples.	From birth, a feeling of love and security facilitate normal development.	12. Present information from other cultures on love and its effect on babies' survival. Students analyze information; e.g., research available on Russian approach to child rearing, information given by AFS students or families from other countries. 13. View film, "Somatic Consequences of Emotional Starvation in Infants" **26 or "The Quiet One." **27 Students tell, from evidence in films, the actual consequences of lack of affection. 14. Discuss, from experience or films, how parents show that they care for their children; e.g., fondle, cuddle, kiss, scold, discipline, feed, clothe. 15. View film, "Preface to a Life" **28 and discuss how the parents' behavior showed love or lack of love. What effect will this have on the children?

Behavioral Objectives	Generalizations	Learning Experiences
		16. Plan a play school or some type of experience with children which includes an expression of affection. Discuss what was done, why, and how specific children responded. Were you aware of child's feelings? How could you tell that the child trusted you?
Subconcept: Basic Need: Self-Esteem		
Student identifies the meaning of self-esteem.	SELF-ESTEEM IS AN INTERNAL MEASURE OF SELF-WORTH REQUIRING A BASIC POSITIVE FEELING TOWARD ONE'S SELF.	1. Identify ways others show you that you are respected. Divide class into groups and role play how you feel when: A. A compliment is given that you deserve. B. An insincere compliment is given. C. You deserve a compliment but no one gives you one.
Student comprehends that he functions better when he values himself; he can give one example to illustrate.		2. Consider reasons why self-esteem is needed by humans. Why do you function better when you feel respect for yourself? What activities can you carry out better when you respect yourself?
		3. Panel discuss ways you can gain self-esteem.

Behavioral Objectives	Generalizations	Learning Experiences
Student can tell how his contributions to others affect his feelings of self-worth.		4. Class discuss how you feel when you help someone. Does this change your self-esteem? Students list: A. Persons you have helped B. Persons who have helped you.
Student recognizes that good grooming contributes to his feeling of self-esteem.	Good grooming is an aid to being more acceptable to oneself and others.	5. Discuss how grooming may change as self-esteem rises. Class experiment with various types of dress to see how they feel; e.g., careless, appropriate, other.
		6. Record how you feel when you are dressed appropriately (or like your friends) for a specific occasion. How do you feel when you are not dressed for the occasion? How do you act?
	Dress provides a means of physical protection and self-adornment, conveying status, group, role, and sex identification.	7. Students read and discuss leaflet, "The Voice of Clothing." **29
Student recognizes that skill in a specific area contributes to his feeling of self-esteem.	Skill in a specific area can lead to a feeling of dignity and self-worth.	8. Using classroom and school as a laboratory, students and teacher demonstrate skills that they have which enhance their feeling of self-worth; e.g., dancing, cooking, sewing, skateboard, riding, basketball. Discuss why this skill or talent is important to the person. How does it make him feel? How does the skill or talent which each has demonstrated add to his feeling of self-worth?

Subconcept: Self-Perception

Behavioral Objectives	Generalizations	Learning Experiences
Student tells how the physical self and ego are related to the development of an individual's self-concept. Student identifies how the actions of others affect his feelings. Student describes how he perceives himself and others.	EACH INDIVIDUAL HOLDS A CONCEPT OF HIMSELF WHICH IS DEVELOPED FROM HIS PERCEPTION OF HIMSELF AND HIS ESTIMATE OF HOW OTHERS PERCEIVE HIM.	1. Define the word"perception." Relate this to self-perception. 2. Student records on tape what kind of person he thinks he is. Cite observable evidence that he is or isn't like his description. Compare physical self to ideal self. 3. Students discuss differences in perceiving people. What causes people to see others differently? Why do other people perceive you differently than you perceive yourself? How is your self-concept affected by others? Students write how they perceive others in the class and self. Compare these perceptions. 4. Play game, "20 Questions." Students work alone. Ask themselves twenty times "Who Am I?" and write the answers. Class discuss the many ways in which their answers can be interpreted. 5. Use self-instructional materials which include: "Program for Self-Instruction: Teacher's Guide," *16 Bulletin Board, "It's All in the Way You Look At It," *17 "Program for Self-Instruction: Student's Copy," *18 "Tape Monologue," *19 and "Answer Sheets." *20

Behavioral Objectives	Generalizations	Learning Experiences
Student verbalizes empathy with characters in pictures and situations.		6. Students make up a story to fit a chosen picture telling what has led up to the event shown in the picture. Then describe what is happening at the moment, also telling how the characters feel and giving the outcome. 7. Role play situations which illustrate an individual's self-perception and the perception of other persons toward him; e.g., a person who has lost weight still thinks of himself as large though others see his new shape. See also "Role-Play Situations." *21 8. Show film which supports generalization. Suggestions: "Improve Your Personality" **30 or "Right or Wrong." **31
Student recognizes that his reactions to different people are based on how he perceives their expectations.	We react to others as we perceive they expect us to react.	9. Teacher skit: Greet students in a role which is very different from usual teacher role. Discuss with students how they felt. How did they feel they should react? Did they approve of this? 10. Discuss "Minute Dramas: Gene." *22 11. Use selected pictures. If you were in this situation, how do you think you should react? Why? What would happen if you reacted in another way?

Behavioral Objectives	Generalizations	Learning Experiences
		12. Student lists types of people he has met in one week. How did he react? Was the reaction the expected one? How do you know what is expected?
Student is able to verbalize qualities he admires in others and would like to internalize.	Knowledge of the qualities and traits admired by other people may give one the incentive to develop those qualities.	13. Prepare Bulletin Board, "The In Group." Students supply pictures *23 of their own idols. Number pictures. Answer in writing the questions: A. Who is this? B. What is it that you admire about this person or do you admire him? Why? C. Would you like to possess this quality?
Student realizes that others are models; he can give examples from his own experience.	A child looks to his parents and to other adults as models with whom he can identify but internalizes selected characteristics.	14. Observe younger brothers and sisters to see what characteristics they have taken from their adult models.
		15. Using radioscopics, show various types of boy-girl relationships. What do you think their self-concepts are?
Student comprehends the factors that influence self-perception.	Such factors as friendship, successes, environment affect self-perception.	16. Use sheets, "Environment," *24 which show baby, young child, teenager, and adult. Students write in or draw pictures of the parts of environment which surrounds each one.

Behavioral Objectives	Generalizations	Learning Experiences
		17. Analyze and write on card what peers have admired in you. How does this make you feel? How do you feel when your friend's opinion of you differs from your own self-opinion? 18. Summarize with Popcorn Session. Each student name one factor which influences self-perception.
Subconcept: Acceptance of Feelings		
Student describes his and others' feelings without labeling the feelings as "good" or "bad."	EVERYONE EXPERIENCES POSITIVE AND NEGATIVE FEELINGS; ONLY ACTS ARE "GOOD" OR "BAD."	1. Each student write or tell about one positive and one negative feeling that he has experienced. Discuss whether these feelings were considered "good" or "bad" at the time they were felt; e.g., anger. 2. Discuss how feelings are similar and how we can learn to describe our feelings without labeling them "good" or "bad." 3. Consider the difference between feeling and acting; e.g., feeling like hitting someone and actually hitting him, wanting something very badly and working to get it or stealing it. What are positive ways of working off negative feelings?

Behavioral Objectives	Generalizations	Learning Experiences
Student communicates feelings without hurting others.	It is possible to communicate how we feel without hurting ourselves or others.	4. Play the Rumor Game. Whisper some story to a class member, who whispers it to another, until everyone has heard the story. The last person tells the story. How much does it vary from the original story? Discuss how rumors affect our feelings. Enumerate times that a rumor has been spread about you or you have helped spread a rumor. How did you feel in each case? 5. Stage Minute Drama of two persons disagreeing, to show the effect of name calling and cutting remarks. 6. Make a chart on the chalkboard: A. Why do I call someone names or make cutting remarks? B. How do I feel when I call someone names or make cutting remarks? C. How does the other person feel when I call him names or make cutting remarks? D. What can I say to make my feelings known to the other person without hurting his feelings?
Student accepts other people's feelings even when he doesn't approve of them; he is able to give one example from experience.		7. Discuss the difference between acceptance and approval. Illustrate with examples, such as parent's feelings, teacher's attitudes, friends' bad moods, lunchroom counterman who has to accept customer's behavior but doesn't approve.

Behavioral Objectives	Generalizations	Learning Experiences
		8. Divide class into groups by some personal characteristic such as size of shoe or month of birth. Declare one group "superior." Practice prejudice against the "inferior" group. Deny them privileges. The next day reverse the roles. Discuss how respect for differences in others affects how we feel. 9. Students demonstrate by role playing how we can show people that we understand how they feel but that we do not agree; e.g., long hair, clothing styles.
Subconcept: Values and Attitudes		
Student verbalizes what he thinks is important in life and identifies these as values; he recognizes the sources from which they might have come.	VALUES ARE IDEAS OR OPINIONS THAT GIVE DIRECTION TO BEHAVIOR AND MEANING TO AN INDIVIDUAL'S LIFE. ****** TEACHER NOTE: Several learnings are suggested which may seem to you to be very similar. Use at your discretion depending on student need for reinforcement of learning. ******	1. Use transparency, "Values Summary Sheet," to initiate discussion. *25 A. Personal standards. B. Attitudes toward behavior. C. Important things in life. 2. Use pictures, objects, sketches, or names chosen according to what students want most. Arrange in order of importance on "Value Tree, " "Values Mobile," or train. *26 *27

Behavioral Objectives	Generalizations	Learning Experiences
	Values are learned from early and continued experiences in the family, with peer groups, and in the community.	3. Show transparency, "How You Get Your Values." #28 A. Culture B. Religious authority C. Secular authority D. Superstition, customs, beliefs E. Personal experiences Discuss to clarify. Use dictionary to define unfamiliar words. Define values.
	The values of an individual are the expression of what he prizes in life.	4. Use biographical sketches, case studies, and newspaper incidents (e.g., Capone, Edison) to determine what values were involved in their lives and where they got these values.
		5. Write one value on a piece of paper to be pinned on each student's back. Each student ask no more than twenty questions about his sign to identify the value he wears.
		6. Use word association technique in circular discussion with a 30-second time limit. Give student a word; e.g., love, school, cars, religion. Ask: A. What does this mean to you? B. What does it mean to other people?

Behavioral Objectives	Generalizations	Learning Experiences
Student reveals his attitudes and values concerning money and time as he sees himself and others using them.		7. Give each student $10.00 play money. How would you use this money if it were real? How would parents use it? Your teacher? Identify from answers kinds of values held. What is your attitude toward the use of money?
		8. How would you use a 24 hour day if you could do anything you wanted to do? Identify different values held as indicated by answers.
		9. Students begin Bulletin Board. See instructions in appendix for "Your Values Are You." Do step 1 at this time. *29
Student comprehends the meaning of values as evidenced by supplying a list of things he values.		10. Student write on card. Use one card for each term defining values. A. Personal standards B. Attitudes toward behavior C. Important things in life Student list his own values on the cards. These lists may be added to later. Use "Values Summary Sheet" transparency. *25
		11. Show pictures which illustrate values that are held by individuals. Have class decide what value is being illustrated. Suggested transparencies: "The Values Series." **32

Behavioral Objectives	Generalizations	Learning Experiences
Student comprehends that values change and vary according to age and sex as illustrated by survey results.		12. Students conduct a survey using other students and adults they know well. Use "Survey Sheet" and "Comparison of Values." Compile all survey results and compare as to age, sex, and values expressed. *30 *31
Student writes and finishes a story which illustrates a value important to him.		13. Each student select a picture showing one value he holds and write a story about the picture and the value it shows. Leave the story unfinished and have another student finish it. Use tape recorder to read completed stories aloud. Class discuss the values illustrated. Post stories on Bulletin Board, "Your Values Are You" (Step 2). *29
Student records a day's activities and analyzes for values included.	Values are a determinant in choosing activities in which to participate.	14. Students keep a record of their activities for one day. Analyze the activities as to what individual values helped them decide on these.
Student realizes that his values are influenced by outside forces as evidenced by an analysis of news media.	The total environment--family, friends, community resources--helps to determine one's values.	15. Collect a series of ads from current magazines and local newspapers that attempt to influence social and economic values. Analyze the values expressed and ways in which people may be influenced.
		16. Use questionnaire, "Is It a Fact or a Value?" Students respond and discuss. *32

Behavioral Objectives	Generalizations	Learning Experiences
Student identifies family values and their effect on his personal values.		17. Students discuss with their families what values the family holds. Relate the family values to those of the ethnic groups; e.g., German, Polish, Puerto Rican. Also relate the family and group values to those of the student. Use forms, "What Are My Family's Values?" *33 and "My Own Family, Friends, Community Values Relationships." *34
Student comprehends how value systems are developed.	Each individual gradually organizes his dominant values into a system as he incorporates new values and encounters situations in which more than one value is relevant.	18. Provide a puzzle in the shape of a person. Puzzle pieces may be various values. Colors of pieces may represent importance of values (e.g., Red = most important; Blue = middle; Gray = least important). Add to Bulletin Board "Your Values Are You" (Step 3). Use to *29 illustrate how a person's value system is formed (Step 4). 19. Using "Symbols for Concentration Game," play game of cards. Turn *35 color-keyed cards wrong side up and spread out. Turn a card over, turn back wrong side up. Repeat. Remember, where one card was, two or more alike cards may be placed together and aside. Come up with card values which are related. Make a system. Cards are values. Discuss value systems.

Behavioral Objectives	Generalizations	Learning Experiences
Student comprehends that clarifying his values helps him solve problems and makes societal living easier; he can solve such problems in a simulated situation.	The more accurately the individual perceives his values, the greater his ease in choosing among alternatives of action. Man must live with other people, and, therefore, build for himself a set of values which allows him to live in society.	20. Problem solving: "What Would I Do If..." State additional problems. Students choose and decide a solution according to their own values (individual values test). *36 21. Give examples of how values held might be in conflict with various kinds of needs, such as: physical and societal needs. 22. "Minute Dramas: Ron and Paula/ Sue and Jane." Point out individual values which make living within a society easier and those which could cause problems. *37

References and Resources: Self-Concept

Student References:

1. Alcoholism & Drug Research Foundation of Ontario. It is best to know. National Alcoholic Beverage Control Assn., 5454 Wisconsin Ave., Washington, D.C. 20015, 1961. (20¢) (**15)
2. American Heart Association. Cigarette Quiz. Contact local Heart Assn. or write AHA, 44 E. 23rd St., New York 10010, 1966. (free) (**16)
3. Children's Bureau. Thinking about drinking. Publication No. 456. U.S. Govt. Printing Office, Washington, D.C. 20402, 1968. (20¢) (**14)

4. Children's Bureau. *You can quit smoking--young smokers aren't really hooked.* Publication No. 433, U.S. Govt. Printing Office, Washington, D.C. 20402, 1966. (15¢) (**17)

5. *Comida para substancia* (Food for fitness). Prepared by Texas A & M University, reprinted through Cooperative Extension Service, The Ohio State University, 2120 Fyffe Road, Columbus, Ohio 43210, 1967. (10¢)

6. *Food for you and your family*. General Foods Kitchens, General Foods Corp., White Plains, N.Y. 10602.

7. Gregg, W. *A boy and his physique*. National Dairy Council, 1968. (20¢) (See **6 for address) (**8)

8. Klippstein, R. & Washbon, M. *Food makes a difference*. Misc. Bulletin 92. Mailing Room, Bldg. 7 Research Park, Cornell University, Ithaca, N.Y. 14850, 1968. (10¢) (**4)

9. *Ladies Home Journal*, 18 ways to stay safe on the streets. 1969, 86 (7), pp. 69, 120. (**24)

10. Leverton, R. *A girl and her figure*. National Dairy Council, 111 N. Canal Street, Chicago 60606, 1968. (20¢) (**6)

11. McFadden, F. & Schaeffer, B. *The voice of clothing*. Home Economics Extension Leaflet 40. (See **4 for address). 1966. (5¢) (**29)

12. National Dairy Council. *A girl and her figure and you*. 1968. (15¢) (See **6 for address) (**7)

13. National Dairy Council. *A guide to good eating*. Leaflet (4¢), Miniature, in English or Spanish (1¢), Posters, in English or Spanish (25¢). (See **6 for address)

14. Public Health Service, Drug abuse series.
    No. 1827 Narcotics--some questions and answers (5¢).
    No. 1828 LSD--some questions and answers (5¢).
    No. 1829 Marijuana--some questions and answers (5¢).
    No. 1830 The up and down drugs--amphetamines and barbiturates (5¢).
    U. S. Govt. Printing Office, Washington, D.C. 20402, 1968. (**20)

15. Vogel, H. & Vogel, V. Facts about narcotics and other dangerous drugs. No. 5-843. Science Research Associates, 259 East Erie St., Chicago 60611, 1967. (**21)

Teacher References:

1. Alcoholics Anonymous. Alcoholics anonymous in your community. Box 459, Grand Central Post Office, New York 10017, 1966. (Single copy free)

2. Alcoholocaust. Write J. G. O'Brien, The Travelers, Hartford, Conn. 06115 or see local agent, 1968. (free)

3. Allen, L. TLC: A family guide concerning problem drinking. Greater Boston Council on Alcoholism, 419 Boylston St., Boston 02116, 1966. (pamphlet)

4. Barclay, M. & Champion, F. Teen guide to homemaking. McGraw-Hill, 330 West 42nd St., New York 10036.

5. Children's Bureau. Smoking, health, and you--facts for teenagers. Publication No. 424. U.S. GPO, Washington, D.C. 20402, 1967. (15¢)

6. Craig, H. Thresholds to adult living. See References and Resources: Basis of Action and Interaction.

7. Food and Drug Administration. FDA fact sheet--informational materials. FDA, Washington, D.C. 20204. (free)

8. Food and Drug Administration. How safe are our drugs? FDA's Life Protection Series, Publication No. 44. U.S. Government Printing Office, Washington, D.C. 20402, October 1968. (15¢)

9. Food and Drug Administration. The use and misuse of drugs. FDA's Life Protection Series, Publication No. 46. U.S. Government Printing Office, Washington, D.C. 20402, October 1968. (15¢)

10. Fromm, E. The art of loving. Bantam Books, Harper & Row, New York, 1956.

11. Krimmel, H. The teenagers: their drinking problem, their alcohol education. Cleveland Center on Alcoholism, 1619 East 115th St., Cleveland, Ohio 44106. (pamphlet)

12. Landis, J. & Landis, M. Building your life. Prentice Hall, Englewood Cliffs, N.J. 07632.

13. McCarthy, R. Facts about alcohol. No. 5-842. Science Research Associates (see **21 for address), 1967.

14. National Dairy Council. Animal feeding demonstrations for the classroom. (30¢) (see **6 for address) (**12)

15. New York State Education Department. Health curriculum materials for grades 10, 11, 12. Curriculum Development Center, Albany, N.Y. 12224, 1967.

16. New York State Education Department. Health: Drug abuse. Curriculum Development Center, Albany, N.Y. 12224, 1968.

17. Pharmaceutical Manufacturers Association. Medicinal narcotics--facts on benefits and controls. PMA, 1155 Fifteenth St., N.W., Washington, D.C. 20005, 1968. (pamphlet)

18. Public Health Service Publication No. 1786. If you must smoke. U.S. Government Printing Office, Washington, D.C. 20402, 1968. (5¢)

19. Public Health Service. Smoking and health experiments, demonstrations, and exhibits. PHS Publication No. 1843. U.S. Government Printing Office, Washington, D.C. 20402, 1968. (20¢) (**18)

20. Raths, L., Harmin, M., & Simon, S. Values and teaching. Charles E. Merrill, 1300 Alum Creek Drive, Columbus, Ohio, 1966.

21. Salber, E. Facts about smoking and health. No. 5-703. Science Research Associates (see **21 for address), 1968.

22. The modern approach to alcoholism. Good Reading Rack Service, 505 Eighth Avenue, New York 10018, 1965. (pamphlet)

23. Winick, C. & Goldstein, J. The glue sniffing problem. American Social Health Association, 1740 Broadway, New York 10019. (20¢)

Visual Aids:

1. Film. Improve your personality. 11 minutes. Coronet Films, Coronet Building, Chicago 60601. (**30)

2. Film. Life with baby. 18 minutes, black and white. March of Time. Rental, $2.00. Film Library, Roberts Hall, Cornell University, Ithaca, N.Y. 14850. (**13)

3. Film. LSD: The acid world. Guidance Associates, Harcourt, Brace & World, Pleasantville, N.Y. 10570. (**23)

4. Film. Marijuana. Guidance Associates, Harcourt, Brace & World, Pleasantville, N.Y. 10570. (**22)

5. Film. Preface to a life. 29 minutes, black and white. Produced by Sun Dial for National Institute of Mental Health, Public Health Service. Rental, $3.00. Film Library,Roberts Hall, Cornell University, Ithaca, N.Y. 14850. (**28)

6. Film. Right or wrong. 11 minutes, black and white, or color. Coronet Films, Coronet Bldg., Chicago 60601. (**31)

7. Film. Somatic consequences of emotional starvation in infants. 30 minutes, black and white. New York University Film Library, 26 Washington Place, N.Y. 10003. (**26)

8. Film. The quiet one. 70 minutes, black and white. Contemporary Films, 267 West 25th St., N.Y. 10001 or 614 Davis St., Evanston, Ill. 60201 or 1211 Polk St., San Francisco 94109.

9. Filmstrip. Breakfast for B.J. Education Dept., Pillsbury Co., Minneapolis. (**9)

10. Filmstrip. Go, glow, grow. Carnation Co., Dept. A-99, Los Angeles, Calif. 90019. (**5)

11. Filmstrip. Understanding your love feelings. See References and Resources: Basis of Action and Interaction. (**25)

12. Filmstrip and record. Tobacco and alcohol: The $50,000 habit. Guidance Associates, Harcourt, Brace & World, Pleasantville, N.Y. 10570. (**19)

13. National Dairy Council. Comparison cards for teenagers. $2.50 per set of 42. Correlate with A guide to good eating, 1966. (see **6 for address) (**11)

14. National Dairy Council. Food models. 171 life-size models, $3.00 per set. (see **6 for address) (**10)

15. Transparencies. Values and goals. Visual Products Division, 3M Center, Bldg. 235-D245, St. Paul, Minn. 55101. (**32)

C. CONCEPT: DUAL ROLE

Subconcept: Looking Forward to Marriage

Behavioral Objectives	Generalizations	Learning Experiences
Student identifies factors which influence selection of a mate and is able to relate these factors to himself and his situation. Student knows the legal requirements of marriage and can relate these to needs of society. Student comprehends the advantages and disadvantages of teenage marriage and can express these in class discussion.	WHEN THE INDIVIDUAL CONSIDERS FACTORS INVOLVED IN SELECTING A MATE, A STABLE MARRIAGE IS MORE LIKELY TO RESULT. ****** TEACHER NOTE: Suggested texts: Personal Adjustment, Marriage, and Family Living (**33) or Your Marriage and Family Living (**34). ******	1. Class discuss "What are things you would look for in a mate?" 2. Panel discuss same topic. Include men and women, married and unmarried; e.g., teachers, parents, community leaders. 3. Student committee investigate local legal requirements for marriage and report back to class. 4. Use filmstrip and record on teenage marriage, "And They Lived Happily Ever After?" Discuss, using accompanying guide. **35 5. Use resource persons (e.g., priest, rabbi, minister or marriage counselor) to discuss what marriage can mean to a couple.

Behavioral Objectives	Generalizations	Learning Experiences
Student is able to recognize various responsibilities involved in marriage and can cite from observation, reading, or televiewing, instances in which responsibilities in a marriage were or were not met.	A successful marriage requires realistic adjustment on part of both partners.	6. Panel of young married couples to discuss adjustment in marriage. A. Money - plan for spending. B. In-laws. C. Planning for children. D. Changes when the first baby comes. E. Working wife.
Subconcept: Roles of Family Members		
Student can identify one factor that influences his role as a family member and can explain how this factor is related to his role as a family member.	THE INDIVIDUAL'S INTERPRETATION OF HIS OWN ROLE AND THE ROLES OF OTHER FAMILY MEMBERS INFLUENCES HIS INTERACTION WITHIN THE FAMILY.	1. Define roles and use Minute Drama or role playing to show what roles an individual assumes. 2. Draw picture(s) of your role. How many roles do you play? Write and act out scenes showing some of the roles which you have. 3. Use filmstrips from "Older Teens & Family Relationships" and "Young Teens & Family Relationships" series. (Use selected frames throughout teaching of this subconcept.) **36
Student comprehends factors that cause variations in roles of family members and is able to cite instances where these have affected roles of family members.		4. Groups present interpretations of roles of family members. Some suggested ones might include father, teenage daughter, step-brother, middle child, preschool child, aunt, grandmother, godmother, and others that teacher or class might select. At the conclusion of each

Behavioral Objectives	Generalizations	Learning Experiences
		presentation, the class identify characteristics of role of that family member. This could be accomplished by role playing, cartoons, TV shows, or radioscopics.
Student comprehends that roles are interrelated and that the individual plays different roles at different times as illustrated by citing diversified family roles.		5. Use radioscopics depicting various roles and how a family member performs a role not expected, as father diapering the baby.
		6. Write or tape individual summary "My Job as a Family Member."
		7. Role Play family situations with family puppets: A. Moving to a new neighborhood. B. Well-adjusted family. C. Maladjusted family.
	Roles of family members are changed when the mother is employed.	8. Class members suggest problems that might arise when family members do not carry out their roles as expected. Teacher writes on slip of paper for students to draw. Students give possible solution to problem drawn: Are any of these problems due to a working mother?

Subconcept: Employed Woman's Role and Position

Behavioral Objectives	Generalizations	Learning Experiences
Student recognizes the likelihood that a wife will have a dual role for some portion of her life as shown in class discussion regarding "Will I be a Homemaker-Wage Earner?"	LARGE NUMBERS OF WOMEN ARE BEING EMPLOYED TODAY FOR VARIOUS REASONS. IF THE TREND CONTINUES, GIRLS NEED TO PREPARE FOR PAID EMPLOYMENT AS WELL AS HOMEMAKING.	1. Panel discussion or symposium by three women who have assumed dual roles at some time in their lives. A. What are reasons for women assuming dual roles? B. What family adjustments are necessary when the homemaker is employed? C. What are the reactions of the women to being both homemakers and wage earners? 2. Circular discussion of question "Will I be both a homemaker and wage earner?" Base discussion on information contained in such references as "Marital and Family Characteristics of Workers," **37 Handbook on Women Workers, **38 "Will I be a Homemaker-Wage Earner?" **39 and "Women's Work Patterns." **40
Student recognizes the impact of economic conditions on women at various stages of the family life cycle.	A woman becomes a wage earner to meet either the needs of her family or her own needs.	3. List and discuss economic and non-economic needs met by the working woman. 4. Complete checklist "Why Work???" to determine what needs a job will *38 meet now as a student; in the future as a wife, as a mother, as a head of the family; and the needs met by one's own mother, if working.

References and Resources: Dual Role

Student References:

1. Hughes, Ruth. *Will I be a homemaker-wage earner?* Department of Community Service Education, New York State College of Human Ecology, Cornell University, Ithaca, N.Y. 14850, 1967. (**39)

2. Landis, J. & Landis, M. *Personal adjustment, marriage, and family living.* Prentice-Hall, Englewood Cliffs, N.J. 07632, 1966. (**33)

3. Landis, P. *Your marriage and family living.* McGraw-Hill, 330 West 42nd St., New York 10036, 1969. (**34)

Teacher References:

1. Lee, S. *Implications of women's work patterns for program development in vocational and technical education.* The Center for Vocational and Technical Education, Ohio State University, 980 Kinnear Road, Columbus, Ohio 43212. (**40)

2. Perrella, V. & Waldman, E. *Marital and family characteristics of workers.* Special Labor Force Report No. 64. Bureau of Labor Statistics, U.S. Department of Labor, Washington, D.C., March 1965. (free) (**37)

3. United States Department of Labor. *1965 handbook on women workers.* Women's Bureau Bulletin 290. U.S. Government Printing Office, Washington, D.C. 20402, 1966. ($1.00) (**38)

4. Women's Bureau. Fact sheet on changing patterns of women's lives. WB67-242, U.S. Department of Labor, March 1967.

Visual Aids:

1. Filmstrip and record. And they lived happily ever after? Understanding teenage marriage. Guidance Associates. (see **19 for address) (**35)

2. Filmstrips. Family Relationship Series. Senior High: You're part of a family; How to get along with parents. Junior High: Living with brothers and sisters; Learning to understand your parents; Helping at home. Society for Visual Education. (see **3 for address) (**36)

AN INTRODUCTION TO SKILLS FOR EMPLOYMENT IN FOOD SERVICE

D. CONCEPT: EMPLOYMENT

Subconcept: Obtaining Employment

Behavioral Objectives	Generalizations	Learning Experiences
Student recognizes major sources of information about employment such as: state employment agency; private employment agency; school work-coordinator or guidance counselor; private personnel offices; newspaper want ads. Student utilizes, in real or simulated situations, information about securing employment.	BEING AWARE OF THE AVAILABLE SOURCES OF INFORMATION ABOUT EMPLOYMENT POSSIBILITIES HELPS TO DEVELOP STUDENT CONFIDENCE IN EXPLORING POTENTIAL WORK EXPERIENCES. ****** TEACHER NOTE: Training memoranda should be signed and students placed in jobs as soon as possible. Use reference "Handbook for Young Workers" **41. Order in quantity. ******	1. Prepare Bulletin Board indicating sources of "Job Information in Your *39 Community."
Student is able to communicate in a realistic manner qualifications for a chosen occupation.	Many people will be needed as food service workers, health care workers, and child care workers in the future.	2. Scan the want-ad section of the newspapers for evidence of employment opportunities. 3. Using chart entitled "Employment *40 Opportunities Advertised," divide these want ads into categories and paste in proper column. (Categories are taken from Dictionary of Occupational **42 Titles, usually found in school guidance office.

Behavorial Objectives	Generalizations	Learning Experiences
		4. Check all want ads which say "no training necessary" or "no experience necessary." Compare the types of jobs in the "no training or experience necessary" to those which require training as to hours, work conditions, preparation, and pay.
	Commonalities in home economics skills make it possible to prepare both for homemaking and a home economics-related job.	5. Consider home economics-related jobs such as the jobs available in food service, household care and management, child care, clothing construction, health care and retailing-sales and demonstration in relation to A. why or why not the student would like to work in these types of jobs and B. how food service can meet the needs of the student.
		6. Discuss job references. Seek additional information about persons appropriate to serve as job references. Plan whom to ask to serve as a reference for a job.
	Skills can be learned which will facilitate obtaining a job.	7. Fill out sample application for a job. Use form in Appendix or secure forms from local employment office. *41
		8. Construct and play "Dial a ???" (a type of game). *42

Behavioral Objectives	Generalizations	Learning Experiences
Student is able to list job requirements necessary for food service employment.	Some food establishments have a variety of requirements; such as, a written test, good health, and following dress rule while on the job.	9. Committee of students contact local health office for information for requirements for food service workers. Review personal and health qualifications important in food service employment.
	Certain federal forms are necessary in order to obtain employment.	10. Discuss how and where to get employment forms such as working papers, W4 forms, and applications for Social Security number.
		11. Students fill out application forms for Social Security numbers if they do not have them. Students fill out **43 sample W4 forms, "Tax Exempt Form."**44
Student exhibits confidence in a real or simulated interview situation.	Knowing what to expect will enable a student to be prepared for an interview so as to enhance his opportunities for employment.	12. Use "Job Hunting" as basis for **45 discussion about obtaining employment.
		13. Invite a resource person to talk about how to prepare for an interview; e.g., representatives from an employment agency, restaurant association, personnel department.
		14. Role play an interview for a food service job. Discuss.

Subconcept: Personal Characteristics

Behavioral Objectives	Generalizations	Learning Experiences
Student exhibits the personal qualities needed when one is preparing for a job in the field of food preparation and service, such as grooming and manners.	THE FIELD OF FOOD PREPARATION AND SERVICE REQUIRES CERTAIN PERSONAL QUALITIES OF CONDUCT, ATTITUDE, AND APPEARANCE FOR SATISFACTION OF EMPLOYER, EMPLOYEE, AND PATRON.	1. Use filmstrips and records, "Preparing Yourself for the Interview" and "The Interview." **46
	Appearance influences first impression of an applicant by a prospective employer.	2. Collect pictures of persons suitably dressed for job interviews. Discuss. List own strengths to use in job interviews in order to bolster confidence. Each student determines if any improvements are needed by him and plans how to work toward improvements. 3. Prepare Bulletin Board on grooming, using commercial poster material. **47 4. Each student evaluate himself before full length mirror, after preparing himself as a food service worker, using "Quick Check on My Appearance." *43 Class observe the student.
	Cooperative working relationships with other personnel and a friendly, helpful attitude toward customers will enhance one's employment possibilities.	5. Study rating scale, "Becoming Employable." Discuss the various characteristics. **48 6. Invite a guest speaker such as young man or woman from department store, beautician, coach or other male teacher to discuss appearance and other personal characteristics.

Behavioral Objectives	Generalizations	Learning Experiences
		7. Use "Personal Hygiene Checklist" **49 for daily evaluation of appearance. Play "Rate-A-Trait" (a game) *44 8. Prepare and serve a snack or luncheon to some small group such as faculty members or another class, demonstrating qualities included in "Becoming Employable" scale. **48 9. Summarize personal characteristics which help one "become employable."
Subconcept: Orientation to Food Service Employment		
Student recognizes the possibilities of jobs in the food service areas and exhibits an interest in learning about these areas.	THE FIELD OF FOOD SERVICE OFFERS MANY POSSIBILITIES OF EMPLOYMENT.	1. Using transparency, "Did You Know?" study statistics showing the number *45 of food service workers needed in the near future. 2. Discuss possible reasons for need for food service workers. A. Food is essential to everyone. B. More people are eating away from home. C. Predictions indicate an increase in various types of centers needing food service workers.

Behavioral Objectives	Generalizations	Learning Experiences
		3. Students give own reasons for eating out and compare to transparency information. 4. Scan yellow pages or local newspapers for food service operations. Categorize in terms of entry-level food service workers needed such as waitress, cafeteria counterman, dietary aide, short order cook, and cook's helper. (Refer to "Employment Opportunities Advertised.") *40 5. Take a field trip to a restaurant, hospital, school cafeteria or department store to become acquainted with duties of various workers and employer operations; quantity food operation, facilities and work areas. 6. Follow field trip with circular discussion of impressions from the trip or base discussion on previous experiences. May use "Restaurant Field Trip Checklist." *46 7. Committee of students interview guidance counselor re entry-level job descriptions in Dictionary of Occupational Titles and report back to others. **42

Subconcept: Skills Common to Food Service Workers

Behavioral Objectives	Generalizations	Learning Experiences
Student identifies job skills that are common to all types of food service workers.	KNOWING WHAT SKILLS ARE COMMON TO THE SEVERAL AREAS OF FOOD SERVICE WILL ASSIST ONE IN PREPARING FOR A JOB CLUSTER.	1. Define job cluster. (Refer to glossary of terms.)
Student recognizes the value of preparing for a cluster of jobs for greatest employment potential.	Preparation for a cluster of jobs qualifies one for a wide choice of initial jobs in food service and leads to breadth of opportunities thereafter.	2. Organize committees to determine responsibilities and roles of each worker. In a real or simulated experience, have students alternate in food service job cluster. Identify clearly the commonalities and differences in employee preparation and expectation of the employer. Refer to rating scales "Waiter/Waitress," "Short Order Cook," "Cafeteria Counterman," "Cook's Helper," "Dietary Aide" or to Dictionary of Occupational Titles for job descriptions. **48 **42
	Knowledge of possibilities in various positions and advancement will enable one to prepare for jobs which offer greater opportunities. ****** TEACHER NOTE: Use cafeteria facilities in cooperation with cafeteria supervisor whenever possible. ******	3. Consider "Career Ladder in Food Service." How does one progress from one step to another? What jobs are attainable after experience at entry level? What jobs require additional training? Where can such training be obtained? Notice that several entry-level jobs within a job cluster lead to the same higher-level position. Suggested reference: Food Service Industry, pp. 7-8. *47 **50

Behavioral Objectives	Generalizations	Learning Experiences
		4. Plan for field trip or resource person to acquaint students with possibilities for further preparation beyond high school food service training. 5. Summarize learnings with Popcorn Session.
Subconcept: Personal Conduct		
Student accepts responsible performance and supervision as necessary facets of successful employment. Student identifies various facets of conduct which are essential to successful employment and recognizes why one's personal conduct affects job stability and employer's satisfaction.	ONE'S PERSONAL CONDUCT ON THE JOB WILL IN PART DETERMINE SATISFACTIONS AND, IN TURN, WHETHER OR NOT ONE'S EMPLOYMENT IN THAT POSITION WILL BE CONTINUED OR TERMINATED.	1. View movie, "From Hashslinger to Food Handler," and discuss main principles observed and violated. **51 2. Read "Judy the Waitress" and react to conduct in various situations. **52 Discuss "Employer Rating Scale," recognizing the potential difference in worker performance at the three identified levels on the scale. **48 3. Students role play an employment situation in which student responds to directions from a supervisor and to contacts with fellow workers. 4. Analyze and discuss each role-playing act, using "Employer Rating Scale." **48 Discuss each item.

Behavioral Objectives	Generalizations	Learning Experiences
Student verbalizes the need for being punctual on the job.	An employee should be punctual and dependable.	5. Discuss punctuality as a responsibility of an employee. 6. Have students discuss various reasons for employee absence.
Student practices the correct procedure for reporting absenteeism.	Employers should be informed as soon as possible of employee's planned absence.	7. What are some of the possible consequences of excessive absenteeism? 8. Discuss various acceptable ways of reporting absenteeism.
Student comprehends the correct procedure for resigning position as shown by role playing.	There are certain procedures to be followed when one resigns one's position.	9. Students list procedures to be followed when resigning a position. 10. Students role play situation between employer and employee concerning resignation. 11. Write a sample letter of resignation.
Subconcept: Attitude Toward Job		
Student manifests positive and cooperative attitudes through his actions. Student identifies evidences of favorable and unfavorable or positive and negative	ONE'S ATTITUDE TOWARD THE JOB WILL INFLUENCE THE QUALITY OF PERFORMANCE AND JOB SATISFACTION.	1. List those persons with whom a food service worker may come in contact on the job. Refer to the Bulletin Board, "The Food Service Worker Interacts With:" or "Judy the Waitress" and "Nick the Waiter." *48 **52 **53

Behavioral Objectives	Generalizations	Learning Experiences
attitudes in simulated or real situations.	****** TEACHER NOTE: Remember the importance of two major objectives of this portion of the course: (1) employer satisfaction with the trainee (2) student satisfaction with the job. ******	2. Use dialogue, "Attitudes". Find the areas where improvements can be made and give specific suggestions for improvements. *49 3. Play "Hattitudes" (a game). After the reactions, class evaluate and discuss how the event was handled. *50 4. Summarize by suggesting how interaction affects various functions on the job and the attitudes necessary for each.
Subconcept: Public Relations		
Student realizes why one's ability to work with the public is an important aspect of food service employment and shows by word and deed that he recognizes importance of greetings, smiling, speaking clearly, and being helpful to others.	ONE'S ATTITUDE TOWARD CUSTOMERS, PATRONS, OR PATIENTS AND ADEQUATE ATTENTION TO THEIR NEEDS ARE VITAL ASPECTS OF THE WORKING SITUATION THAT AFFECT SATISFACTION WITH SERVICE. Good service is never a substitute for good food, but poor service can ruin the reputation for the best of food and create dissatisfied customers.	1. Define public relations. 2. Students ask, "If we perform our functions as public relations agents, what do we need to know?" List answers on chalkboard. Refer to references such as Chapter I, Professional Restaurant Service and public relations sections of food service scales: Short Order Cook, Cafeteria Counterman, Waiter/Waitress, and Dietary Aide. **54 **48

Behavioral Objectives	Generalizations	Learning Experiences
		3. Role play various kinds of customers and patients and their treatment (e.g., children, ones with little time, lots of time, talkative, silent, fussy, fresh, disagreeable, repulsive); follow with a discussion to determine if the best procedure was followed, or play "Charades." Student act out a problem area--either from his own job or past experience--and others guess the situation. 4. If needed, practice telling time quickly and accurately. 5. Study Chapter IX, Cindy Service, **55 and discuss. 6. Field trip to home for the aged. Class volunteer to perform small services such as write letters, run errands, read to the aged. 7. Demonstrate, then practice such activities as: greeting customer, giving information, using acceptable English, accepting tips graciously and serving patient.

Subconcept: Paychecks and Payroll Deductions

Behavioral Objectives	Generalizations	Learning Experiences
Student can describe the kinds of deductions made from his or her paycheck, and for what purposes they are made.	THE HOURLY RATE OF PAY MULTIPLIED BY THE NUMBER OF HOURS WORKED IS NOT THE SAME AS TAKE HOME PAY. ****** TEACHER NOTE: At this point, if subconcept Money Management is needed (use of money, payment of bills, credit) refer to pages 124-128. ****** Payroll deductions are used to pay for certain costs and services for which the employee is obligated; other payroll deductions are automatically paid toward personal services for the employee as directed by the employer. ****** TEACHER NOTE: Learning experience #5 may be used at this point or deferred until tax time. ******	1. Read "Wedding Bells for Carole and Larry," pp. 40-47 in Making the Most Of Your Money. **56 Use discussion guide, "Understanding Your Paycheck." *51 2. Show transparency of deduction side of paycheck. Identify and discuss *52 the various deductions made: State-Federal income tax; FICA (Social Security); Retirement; Charity--Community Chest, United Fund (Optional deductions). Union dues, Insurance--health, life; Savings--credit union, bonds, stock plan; uniforms and meals. 3. Students who are working bring in check stubs for discussion. 4. Students list services available to them from Social Security Administration in case of disability or widowhood, with or without children, using as a reference the pamphlet, "Your Social Security." **57 5. Students prepare real or sample Federal (and State) income tax forms with help of tax consultant such as business education teacher or representative from Internal Revenue Service. Suggested reference: "Understanding Taxes." **58

Behavioral Objectives	Generalizations	Learning Experiences
		6. Students look in phonebook for address of where to contact Bureau of IRS for free tax services.
Subconcept: Employment Security		
Student comprehends the fair employment practices of his state and can tell what employment practices affect him and why. Student comprehends unemployment compensation practices, rules, and restrictions and the laws regarding minimum wage. He can state these rules and restrictions and apply to his own situation.	KNOWLEDGE OF FAIR EMPLOYMENT PRACTICES OF THE STATE WILL ENABLE A JOB APPLICANT TO BE AWARE OF DISCRIMINATION ON ANY BASIS. Knowledge of unemployment compensation is essential if an individual is to take advantage of regulations which apply to him. An awareness of minimum wage practices will enable a worker to evaluate whether or not he is receiving proper payment for his work. Knowledge of the federal and state work laws will enable a worker to acknowledge his working rights and make claims when necessary.	1. Invite resource person such as work study coordinator, business education teacher, Social Security or State Department of Labor representative to speak and answer questions about workmen's compensation, fair employment practices, unemployment compensation, minimum wage, work laws for minors and adults, Social Security benefits. 2. Using references and resources listed above as guides, develop a list of minimum facts which the teenage worker should know about the world of work in his state. Suggested additional reference: "Handbook for Young Workers." **41

Behavioral Objectives	Generalizations	Learning Experiences
Student can locate addresses of places to go for further information and help with employment problems.		3. Students look up in phonebook addresses of offices one would go to in his district for various types of employment information. 4. Role play stating work grievances in an acceptable manner.
Student can identify the advantages and limitations of membership in labor unions or other such employee organizations.	Knowledge of possible membership in food service unions and other such employee organizations will clarify additional benefits to be gained and the limitations such membership imposes.	5. Ask resource person such as union official or representative of other employee organization to discuss advantages and disadvantages of membership. 6. Summarize learnings, checking resources and literature for accuracy.
Subconcept: Sanitation in Food Service		
Student is able to identify the standards of sanitation necessary when working in the food service areas. Student observes rules for washing hands and care of hair and body.	KNOWLEDGE AND USE OF THE STANDARDS OF SANITATION WILL PREVENT FOOD SPOILAGE, CONTAMINATION AND SPREAD OF INFECTION. Standards of sanitation concern personal hygiene, therefore, each person has an obligation to practice sanitary personal habits.	1. Use student reference, "48 Ways to Foil Food Infection," as basis for discussion, or "Safe to Serve." **59 **60 2. Study "Sanitation Rating Scale" and discuss. **48 3. With "finger-painted" fingers a student demonstrates the normal routine of table setting (marks indicating how germs can spread will show up).

Behavioral Objectives	Generalizations	Learning Experiences
Student uses correct techniques in handling food and dishes.	Sanitation is one of the most important aspects of the food service industry because of its far-reaching implications. Knowledge and use of the standards of sanitation are essential for everyone concerned with food preparation and service.	4. Use "Sanitation Follies" to test knowledge of errors involving handling of food and equipment. **61 5. Show film, "The Stowaway." Discuss. **62 6. Demonstrate use of equipment that helps keep food clean (tongs, etc.). 7. Students observe dishwashing techniques in school cafeteria or drugstore. Report and discuss in class. Suggested reference: "Plates to Please." **63 8. Invite guest speaker to provide information from health authority on standards for inspection of food service establishments and dishwashing; e.g., representative from restaurant association, from State Board of Health.

Subconcept: Safety on the Job

Behavioral Objectives	Generalizations	Learning Experiences
Student comprehends what is expected when he is required to comply with safety regulations. He demonstrates safety practices and follows directions given by the instructor.	KNOWLEDGE OF THE EMPLOYER'S REGULATIONS AND THE ABILITY TO FOLLOW SAFETY PRECAUTIONS WILL ADD TO ONE'S JOB RATING AND EMPLOYER SATISFACTION When accidents do occur, the employee who knows and follows accepted procedures as to care and reporting is an asset to the employer.	1. Look at cartoons illustrating hazards on the job. Students identify hazards and tell how each could be prevented. *53 2. Students draw additional cartoons or make posters showing hazards or ways to prevent accidents on the job. Suggested **50 references: "Food Service Industry," p. 165 and "Work Safely in Your Community Kitchen." **64 3. Secure a first aid kit from Red **65 Cross; identify all items and discuss their use. Practice what to do if someone falls in food service establishment (customer or co-worker). 4. Invite a fireman to explain fire prevention and procedures to follow in case of fire, including use of extinguisher; or ask custodian to demonstrate use of fire extinguisher. 5. Review how absenteeism because of accident affects the employee's pay and the operation of the establishment. Study "Safety Rating Scale." **48 Discuss workmen's compensation, in case of accident on the job.

Behavioral Objectives	Generalizations	Learning Experiences
		6. Working students tell what safety precautions they must observe in their places of employment.
Subconcept: Work Simplification Techniques		
Student performs task using principles of body mechanics. Student comprehends efficiency possible when work is simplified and can demonstrate at least one illustrative task.	WHEN WORK SIMPLIFICATION TECHNIQUES ARE USED FATIGUE AND POSSIBILITY OF ACCIDENT ARE LESSENED AND PRODUCTION IS INCREASED.	1. Ask coach or physical education teacher to talk to class and demonstrate principles of body mechanics. 2. Half of class perform tasks involving reaching, bending, lifting. Other half of class observe. Discuss with resource person, pointing out those who did not follow body mechanics principles. Practice proper techniques. 3. Read and discuss "Use Your Head to Save Your Back." **66 4. Teacher demonstrate various tasks using standing vs. sitting; use of one hand vs. use of both hands; arranging items to be carried in haphazard fashion vs. balancing items; climbing on chair vs. use of step stool. Students suggest others. Suggested references: "Management Rating Scale" and Food Service Industry, pp. 160-162. **48 **50

Subconcept: Front of the House Skills

Behavioral Objectives	Generalizations	Learning Experiences
Student is able to identify work areas in food service establishments. Student is able to perform side work duties such as cleaning and filling sugarbowls, salt and peppers, condiment bottles, creamers and butter pots; replacing soiled menus, wilted flowers, cleaning ashtrays, serving trays and silver; folding napkins; dusting chairs. Student is able to use approved techniques to clean counter and tables in an acceptable manner. Student is able to arrange food attractively for service.	FOOD SERVICE ESTABLISHMENTS TEND TO BE DIVIDED INTO TWO MAJOR AREAS: "FRONT OF THE HOUSE" AND "BACK OF THE HOUSE," WHICH IN TURN CONTAIN MORE SPECIALIZED WORK AREAS. Side work duties are important for an efficiently run dining room. For reasons of sanitation and efficiency, serving equipment and containers which are used in food service should be kept clean and filled. For sanitary reasons, tables must be cleaned after use and whenever soiled. Food attractively arranged will be most appealing to the person being served.	1. Make a list of work areas found in food service establishments and the types of work performed in these areas. Suggested reference: Food Service Industry, Ch. II. **50 2. Students inspect kinds of items commonly found at waitress or work counter station; e.g., condiment bottles, syrup containers, sugar and creamers. 3. Demonstrate and practice side work duties such as correct cleaning and easy filling of containers and serving equipment, correct cleaning of tables. 4. View filmstrip, "Garnishes." **67 Discuss and name those garnishes which would be used most often according to film booklet. 5. Collect pictures from magazines of attractively served foods. Identify any garnishes used. 6. Develop a list of characteristics of attractively served foods.

Behavioral Objectives	Generalizations	Learning Experiences
Student is able to follow directions from the management and is able to set up and maintain service stations, tables, chairs, and other table service equipment.	Following directions from management will contribute to job efficiency and employer satisfaction.	7. Discuss the importance of display and eye appeal to food sales. 8. Demonstrate different types and kinds of food service set ups such as tray, table, counter, buffet. 9. Watch film, "Company's Coming." Discuss. **68 10. Work "Setting Pretty" and/or "Table Setting Techniques" programmed booklets. Use giant flash cards to test class learning. Prepare flash cards with poster board and magic markers. Students help prepare them. *54 *55 11. Practice setting covers for different types of service and menus. 12. Students take practical test in which the students solve problems of what is wrong in pre-set table settings.
Subconcept: Service to the Customer or Patient		
Student comprehends and can demonstrate how to interpret menus to customers, take, place, and properly serve orders.	THE CORRECT RECORDING OF CUSTOMER ORDERS MINIMIZES CONFUSION AND DELAY IN SERVICE.	1. From restaurant menus study common terms used in menus, foreign food terms and their pronunciation.

Behavioral Objectives	Generalizations	Learning Experiences
Student identifies common terms and how they are used in menus; e.g., soup de jour, a la carte.		2. Ask a resource person to discuss abbreviations used in taking and placing orders. (If not already covered by previous persons.)
Examination of the checkpad shows that the student writes legibly and correctly.		3. Using restaurant menus, each student practice taking orders from the others. Use abbreviations. Total the check, including tax, and make change using play money. Suggested reference: Food Service Industry, pp. 87-88. **50
Student comprehends and can demonstrate some of the requirements for successful interaction with the customer relating to the food check.	Accurate handling of checks and money contributes to customer satisfaction and employer satisfaction.	4. Student demonstrates skills of cashier: operation of register, making change, cashing checks, accepting charge cards. Suggested reference: Food Service Industry, pp. 57-58 and 109-119. Optional exercise, "Test for Supermarket Cashier." **50 *56 5. Distributive education or business education teacher instructs class in use of cash register. 6. Review cluster of entry-level jobs for which students are being trained: cashier, cook's helper, diet aide, cafeteria counterman, short order cook, waiter/waitress. Which are front of the house? back of the house? References: Rating Scales, and Food Service Industry. **48 **50

Behavioral Objectives	Generalizations	Learning Experiences
		7. Inspect "Waiter/Waitress Rating Scale." Discuss duties and characteristics of successful waiter. Suggested additional reference: "The Waiter and His Public." **48 **69
Student loads and carries items on tray correctly.	Practice helps a person to balance and carry a loaded tray with ease and confidence.	8. Demonstrate and practice loading and carrying trays, reviewing also principles of body mechanics. Suggested reference: Food Service Industry, p. 90. **50 9. Review table service. Suggested reference: Food Service Industry, pp. 90-97. **50 10. Discuss and plan an experience to serve food to children, advisory council, resource person, faculty or other customers at breakfast, coffee, luncheon, or tea,etc. 11. Carry out and evaluate experience. 12. Develop a checklist for observing serving practices. Class visit different establishments as customers and observe practices in serving. (Class may go as a unit, divide into groups, or activity can be assigned as individual "homework.") Discuss observations and evaluate as:

Behavioral Objectives	Generalizations	Learning Experiences
Student obviously works to acquire qualities which he is lacking. Student chooses qualities that need to be strengthened for him to meet criteria for a specified food service worker. Student recognizes characteristics of food service workers that are desirable and is realistic about where he would rate on a scale.		Efficient or inefficient Sanitary or unsanitary Injurious or safe procedure for server Contributing to or detracting from convalescence of patient. Suggested reference: "Testing Your Customer Service IQ." **70 13. Invite to class or interview a successful food service worker (perhaps a class member) about various responsibilities. Report and/or follow with question and answer period. 14. Discuss differences between job of dietary aide and other food service workers; e.g., hospital ethics, care with special diets, serving children who are ill, serving the aged. Suggested references: Scale; "Nurse's Aide Study Manual"; or "Handbook for Nursing Aides in Hospitals"; American Red Cross Home Nursing Textbook; and diet pamphlets. **48 **71 **72 **73 **74 15. Each student choose front of the house job he likes best. Role play basic duties of the job. Class rate student and student rate himself on rating scales. Discuss strengths and weak points still to be worked on. **48

Subconcept: Food Preparation Skills

Behavioral Objectives	Generalizations	Learning Experiences
Student is able to interpret the meaning of terms, identify equipment and follow directions used in standard recipes.	FOLLOWING DIRECTIONS CONTRIBUTES TO JOB EFFICIENCY IN THE MANAGEMENT OF RESOURCES AND TO THE QUALITY OF THE PRODUCT. Knowledge of common terms used in food preparation and service is essential to the food service worker in order to follow directions correctly. ****** TEACHER NOTE: Teacher and students cooperatively develop checklists for rating specific food skills; e.g., preparation of salads, sandwich making, as the students develop that skill. ******	1. Students draw for slips containing cooking terms. To define terms applicable to the performance skills desired, use such resources as "Food Processing Skills." Play "Charades." Student demonstrate technique; others guess the name of the technique *57 2. Class interpret the meaning of directions used in recipes chosen at random. 3. Visit school cafeteria or restaurant supply house to become familiar with equipment for quantity cooking. Students sketch equipment. 4. Name some quantity equipment by matching names of equipment with pictures or sketches. 5. Review and summarize by listing terms and their meanings, and naming equipment.
Student comprehends purpose of and is able to use scales and measures accurately.	Accurate measurement of ingredients contributes to the quality of the product.	6. Examine quantity recipes to see measures used and abbreviations used... qt., #, lb, gal, pk., etc.

Behavioral Objectives	Generalizations	Learning Experiences
		7. Watch demonstration of correct measuring and weighing techniques.
		8. Practice in class or at home those skills which involve measuring and weighing.
Student comprehends the necessity of and can demonstrate portioning menu items according to directions.	The proper portioning of food items is one of the functions of a food service worker which affects satisfactions for those involved.	9. Observe portions as served in school cafeteria (salads, mashed potatoes, meats, cakes). Discuss in class. 10. Exhibit equipment used to portion (scoops, cutters, etc.). Teacher demonstrate proper use of each.
	******	11. Students list reasons for need of accurate portioning.
	TEACHER NOTE: Use flip board, flip chart, or chalk board to help relate the words in recipes to processes or materials being used. ******	12. Student practices portioning, preferably in real situation such as in school cafeteria.
Student organizes and assembles ingredients and equipment.	Organization of needed ingredients and equipment helps one complete a task efficiently with a minimum chance of error.	13. Two groups assemble the necessary equipment and ingredients for recipes chosen at random. Observe each other to see whether there is any misuse of time and energy. Evaluate work and suggest changes. 14. Develop a list of "big ideas" about organization of ingredients and equipment and when possible, apply at home as well as in class lab.

Behavioral Objectives	Generalizations	Learning Experiences
Student is able to perform food tasks and prepare items correctly and independently. Student follows directions in performing duties of entry-level worker in preparation departments of food service establishments; e.g., washing, grating, dicing fruits and vegetables; slicing and breading meats; reconstituting dried or concentrated products. Student performs duties of entry-level worker in cold food (salad) department; he assists in preparation of salads, seafood, sandwiches.	Knowledge of specific preparation tasks is necessary for a functioning food service worker. ****** TEACHER NOTE: Emphasize learning experiences as WORK experiences, not the usual home and family experiences. ******	15. Watch and discuss filmstrip, "All About Knives." Student reference: **75 "All About Knives and Carving." **76 16. Examine fruits and vegetables and identify. 17. Teacher or professional person demonstrate preparation techniques and equipment to be used in preparation departments of food service operation. See Food Service Industry, Ch. II. **50 18. Plan a laboratory to practice learnings and skills requiring individual manipulations. Include preparation of hors d'oeuvres or relish tray. 19. Summarize by holding up cards with the names of process or equipment written on them and students tell what it is or how it is done. 20. View filmstrip, "Song of the Salad" noting types of salads, procedures, and arrangements. List characteristics of a good salad for customer appeal. **77 21. Display a variety of pictures showing many types of salads and identify those most commonly eaten.

Behavioral Objectives	Generalizations	Learning Experiences
		22. Teacher demonstrate preparation and service of seafood cocktails. Students taste.
		23. Practice processes involved in making a good salad, using quantity cookery techniques. Prepare salads for use in school cafeteria.
		24. Watch filmstrip, "Modern Sandwich Methods." Discuss home and restaurant use. **78
		25. List kinds of sandwiches; e.g., club, canapes, open face, ribbon. Discuss characteristics of a good sandwich emphasizing accompaniments. Name favorites of class members and why these are so well liked.
		26. Practice sandwich making in quantity. Suggested experience: prepare sandwiches for school children either in laboratory or cafeteria. Reference: "Quantity Sandwich Preparation." **79
Student performs duties of entry-level worker in range department: short-order work and cook's helper.		27. Teacher or professional demonstrate grill cookery and use of deep fat fryer. Include discussion of garnishes and accompaniments.

Behavioral Objectives	Generalizations	Learning Experiences
		28. List characteristics of "good" French fries, hamburgers, English muffins, western eggs, etc. Student reference: "Proper Frying." **80
		29. Teacher or professional (perhaps one of class) demonstrate preparation of soda fountain items: sundaes, sodas, milk shakes. Review portion control and keeping service counter clean.
		30. Students practice grill and fountain cookery. Serve lunch counter style. Evaluate laboratory and suggest needed improvements.
Student prepares baked items (cakes, cookies, bread, muffins, weighing and mixing dough, preparing pans, filling pans, rolling pie dough).		31. Review baking techniques: beating egg whites, folding, kneading, blending, mixing, stirring, etc. Students practice methods by preparing baked foods requiring techniques which are "new" to individual students. Student references: "How-To Booklets," **81 "The Cookie Jar," **82 "Better Baking," **83 and "Yeast Breads." **84
		32. List important principles to remember in above methods.
		33. Visit commercial bakery or invite pastry chef to point out difference in methods of large quantity and home baking.

Behavioral Objectives	Generalizations	Learning Experiences
Student prepares beverages (measures ingredients, sets controls, cleans utensils).		34. View filmstrip, "Coffee, Please."**85 Discuss filmstrip and relate to types of coffee-making equipment students already know. Look at commercial coffee makers: observe use, care and cleaning. 35. List procedures for using and cleaning different kinds of coffee and coffee-making equipment. 36. List other beverages which are commonly on the menus and discuss the correct techniques involved in preparation and serving. 37. Practice various preparations and evaluate. 38. Review the principles involved which apply whether using large or small equipment, at home or in an eating establishment.
Student is able to recognize the quality characteristics of the finished products he will be serving.	Ability to recognize quality standards in a finished product is essential before serving the product to the public.	39. Discuss good quality characteristics of finished food products. Plan a menu to be prepared by the class and obtain pictures of the finished products.

Behavioral Objectives	Generalizations	Learning Experiences
Student is able to rate realistically his skill as short order cook and cook's helper.		40. Students in lab prepare the food items in the menu, applying learnings taught previously. Divide students so that each group prepares the food item for the whole class; i.e., quantity cooking. 41. Evaluate lab experience and finished products. Use standard score cards or own method of product evaluation. 42. Summarize important points to remember about characteristics of food. 43. Students review characteristics of successful cook's helper and short order cook and rate themselves on rating **48 scales.
Subconcept: Efficiency in Handling Food Items		
Student describes the methods used to receive, store, requisition, and issue food, equipment and supply items in a specified manner.	THE PROPER HANDLING OF VARIOUS FUNCTIONS ACCORDING TO JOB SPECIFICATIONS IS NECESSARY FOR JOB EFFICIENCY AND EMPLOYER SATISFACTION.	1. Take a trip to a food establishment (may be school cafeteria) to see storage practices at work centers and in store rooms. 2. Observe specific storage practices in relation to saving time and energy, preserving quality of food and supplies, and breakage.

Behavioral Objectives	Generalizations	Learning Experiences
		3. Evaluate through discussion what was observed. Relate to any previous learnings and experiences. 4. Plan for experiences in which the student can handle food items correctly; e.g., students assist in departmental inventory and storage of food.
Student is able to complete and keep records.	Complete and accurate records are necessary in the management of money and resources; sometimes food service workers are given responsibilities regarding these records.	5. Examine various forms from food establishment or department which must be filled out for different purposes. 6. Fill out sample forms to gain experience. Compare and check for accuracy according to instructions.
Subconcept: Accuracy of Performance		
Student can explain why the accuracy of one's performance will affect the outcome of the product or service and the customer-employer satisfaction.	ACCURACY IS NEEDED IN ALL STAGES OF THE FOOD SERVICE FUNCTION, FROM MEASUREMENT OF INGREDIENTS IN PREPARATION OF A PRODUCT TO THE SERVING OF THE FINISHED PRODUCT. Mistakes are costly in terms of time, money, and satisfactions for all concerned.	1. Prepare Bulletin Board, "How Much Does Carelessness Cost?" Discuss Bulletin Board and effect of carelessness on the job. *58 2. Discuss the cost to the company when you ruin a quantity of food or break dishes. See "Do Mistakes Have Money Value?" *59

Behavioral Objectives	Generalizations	Learning Experiences
Student reports to immediate supervisor mistakes and errors made while on the job.	Prompt reporting of errors may prevent unnecessary difficulties.	3. Check references and resources for additional points about costs of different kinds of mistakes and discuss. See "Nick the Waiter." **53 4. Have a "Popcorn" Summary of points learned about accuracy. 5. Review "honesty" ideas and apply to job situation.

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4. Department of Public Instruction. Personal hygiene checklist. Curriculum guide for food service instructional programs in Pennsylvania. Bureau of Vocational, Technical and Continuing Ed. Commonwealth of Pennsylvania, Harrisburg, Penna. (**49)
5. Diet pamphlets. Upjohn Pharmaceuticals, P.O. Box 1108, Buffalo, N.Y. 14240. (Or consult local physician). Liquid diet; Bland diet; Geriatric diet; Low sodium diet; Low fat diet; Pregnancy diet; Convalescent diet. (**74)

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8. How-To booklets. Betty Crocker, General Mills, Dept. 360, 400-2nd Ave. S., Minneapolis, Minn. 55460. *Easy as pie*; *Beautiful cakes*; *Cooky wise*; *Muffin making*. (25 copies free) (**81)

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16. Proper frying. Home Economics Department, Proctor & Gamble, 1965. (**80)

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22. W-4 Tax Exempt Form. (**44)

23. Woodard, J. Use your head to save your back. Cooperative Extension, NYS Colleges of Human Ecology and Agriculture at Cornell University, Ithaca, N. Y. 14850, 1967. (10¢) (**66)

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1. Abdallah, M. Nurse's aide study manual. W.B. Saunders Co., Philadelphia, 1965. (**71)

2. *American Red Cross home nursing textbook*. Doubleday & Co., New York, 1963. (**73)

3. Harris, E. Professional restaurant service. McGraw-Hill, 330 W. 42d St., New York 10036, 1966. (**54)

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9. Tigner, N. *Quantity sandwich preparation*. Extension Leaflet 24. New York State Colleges of Human Ecology and Agriculture at Cornell University, Ithaca, New York 14850, 1963. (10¢) (**79)

10. U.S. Department of Labor, wage and hour and public contracts division. Notice to employees about requirements of the Fair Labor Standards Act, 1968; Handy reference guide to the Fair Labor Standards Act, No. 1231, 1968 (15¢): Hotels, motels, restaurants and food service employees, No. 1172, 1966. All available from U.S. Government Printing Office, Washington, D.C. 20402.

11. U.S. Treasury Department. *Understanding taxes--teaching taxes program*. IRS Publication No. 21. U.S. Government Printing Office, Washington, D.C. 20402. (**58)

12. University of the State of New York. State Education Department. Bureau of Home Economics, Albany 12224. Syllabus for a comprehensive program: Home economics education, 1965.

13. University of the State of New York. State Education Department. Bureau of Secondary Curriculum Development, Albany 12224. Home economics occupational education: Training guide for food services, 1967.

Visual Aids:

1. Film. Company's coming. National Restaurant Association, 1530 N. Lake Shore Drive, Chicago, Ill. 60600. (**68)

2. Film. From hashslinger to food handler. Texas State Department of Health. 15 minutes, color ($4.00 rental from Audio-Visual Center, Purdue University, Lafayette, Indiana.) (**51)

3. Film. The stowaway. Part 1. Disease and personal hygiene. 16 minutes. Part 2. Galley sanitation. 24 minutes. United World Films, 221 Park Ave. South, New York. (Film may be available from State Health Department.) (**62)

4. Filmstrip. Coffee, please. Coffee Brewing Institute, 120 Wall St., New York 5. (**85)

5. Filmstrip. Modern sandwich methods. American Institute of Baking, 400 E. Ontario St., Chicago 60611. (**78)

6. Filmstrip. Song of the salad. H. J. Heinz, Pittsburgh, Penna. (**77)

7. Filmstrip and booklet. All about garnishes. Ekco Houseware Co., 9234 W. Belmont, Franklin Park, Illinois 60121, 1966. (**67)

8. Filmstrip and booklet. All about knives and carving. Ekco Housewares. (See **67 for address) (**75) and (**76)

9. Filmstrips and records. Part I. Preparing yourself for the interview; Part II. The interview. Award Records and Film Co., Pasadena, Calif., 1965. (**46)

10. Local Red Cross Chapter. First aid kit on loan. (**65)

11. Wall chart. The good looks of good grooming. Avon Products, Educational Services, 30 Rockefeller Plaza, New York 10020. (**47)

SKILLS FOR HOMEMAKING

E. CONCEPT: FAMILY

Subconcept: Meeting Needs of Family Members

Behavioral Objectives	Generalizations	Learning Experiences
Student comprehends the meaning of the word "family" and can communicate by verbal or written means his own definition of the term "family."	THE FAMILY IS THE RECOGNIZED BASIC UNIT OF OUR SOCIETY COMPOSED OF TWO OR MORE PEOPLE LIVING IN A COMMON DWELLING AND SHARING RESOURCES.	1. Each class member and teacher share his meaning of "family." 2. Students list the various types of family heads such as single person, one parent, grandparent, big sister or brother, aunt or uncle, half-brother or sister.
Student can describe how his own family differs from other families.	The family unit is affected by many factors such as where you live, jobs of family members, income of family members, marriages, births, separations, divorces, deaths, personal feelings, and desires of individuals.	3. Discuss and list reasons why families are different. Some of these would include death, divorce, family income, separation, and others. 4. Read "Home" by Edgar A. Guest and consider why "home" and "family" **86 are important. What other reasons besides those in the poem make home and family dear to students? 5. Students cite TV shows and newspaper clippings that are family centered. Discuss families in trouble, using these examples.

Behavioral Objectives	Generalizations	Learning Experiences
Student comprehends that a family meets the emotional and physical needs of its members in different ways. Student can identify his own needs and can illustrate with how one need could be met.		6. Using Bulletin Board, "How Are These Needs Met by Families?", consider how families meet the needs of family members. *60 7. Students pretend they are the parents and react to situations such as "proper" length of hair and/or skirts, freedom to choose friends and how they spend their time.
Student comprehends that all members make a contribution to the family as evidenced by sharing in household tasks and helping in care of other family members.	Family units can provide a means for people to be loved, accepted, able to express themselves, to care, to be cared for and to be understood.	8. Discuss how the composition of the family would determine how the family meets the needs of its members. 9. Use "What a Family Can Contribute to Its Members" to build ideas that individuals are influenced by the family. Refer to page 357, Teen Guide to Homemaking.
Student comprehends that each member is influenced by the family; shown by ability to relate examples of family composition making a difference in how needs are met.	The ways a family meets the needs of its members depend upon who is in the family and what resources are available.	10. Invite panel of parents from community to discuss their philosophy of family living. 11. Discussion: How can family members be friends? 12. Share with class the news article "Parents Don't Want Daughter" to illustrate how a family has failed to meet its responsibilities. **87

Behavioral Objectives	Generalizations	Learning Experiences
		13. Summarize with a Popcorn Session. Ask each student to share one point about meeting the needs of family members.
Subconcept: Community Services For Families		
Student realizes that sources of help are available when family problems arise as shown by his suggesting appropriate sources for help for possible family problems. Student is aware that the citizens in the community care about families by making services and facilities available to them through agencies, as evidenced when student can tell one way that his community demonstrates concern for problems of families.	COMMUNITY RESOURCES CAN SUPPLEMENT THE HOME BY PROVIDING FOR CERTAIN FAMILY NEEDS. Families can become an important part of the community by sharing responsibilities for meeting needs, such as education, health, safety, religion, for their own benefit as well as for the benefit of others.	1. Students observe Bulletin Board, "HELP!". The teacher suggests a thought to ponder..."Who Needs Help?" *61 2. Three class members read the script "Community Jeopardy." Students put expression into the words. (Each of the players has a copy and has had time to read it before class.) *62 Use transparency, "Home is Where You:". *63 Teacher use transparencies, also, to repeat the divisions from "Community Jeopardy." Students view the transparencies as well as listen. 3. Students suggest names or types of services and agencies which fit into each division as it is flashed again on the screen. 4. Discuss the ways families can share in community responsibilities so that they are constantly improving and meeting the needs of all the citizens. Why? Who lives in the community and benefits when it is good?

Behavioral Objectives	Generalizations	Learning Experiences
Student recognizes that community libraries, agencies, clubs and organizations exist to help all people live well, and can cite a specific incident as to how one of the studied agencies had helped someone he knows. Student recognizes that agencies are most helpful when all people utilize, as well as participate in, the decision-making within the different services as shown when he can identify an agency where someone he knows has shared in decision-making.	In order to improve home living in the community, there are groups concerned with: child care, neighborhood activities, correctional problems, health, pregnant girls and women, counseling, mental health and retardation, special problems, general welfare, youth activities, education and other community services.	5. Invite a panel composed of representatives from public library, family service, neighborhood center, or the Urban League to discuss how their groups have served the needs in the community, what improvements could be made in their services, and how families can help. Speakers should be prepared with literature about their organizations. 6. Students work in groups to compile names, addresses, and purposes of various agencies in that community. This can be typed, duplicated, and distributed. Students may want to check with Community Chest for this information. 7. Take test, "Where Can I Go?" *64

Subconcept: Standards in Society

Behavioral Objectives	Generalizations	Learning Experiences
Student comprehends that there are many kinds of standards which are essential in our society, many of which are directly related to his life; he is able to list different kinds of standards.	STANDARDS OF ALL KINDS ARE NECESSARY IN OUR SOCIETY IN ORDER TO PROTECT THE MAJORITY OF PEOPLE FROM EXPLOITATION BY A FEW. ****** TEACHER NOTE: Teacher will check with the appropriate personnel for extent to which this topic is sanctioned and select the areas which are approved. Also find out what other departments are offering sex education information and the students reached. Before beginning this unit the teacher should read the "Teacher's Guide" *65 which has some suggestions for teaching the unit. ******	1. List on the board all kinds of standards familiar to the student such as sizes for clothes, shoes, measurements for gas, food, scales to weigh selves, things. 2. Discuss what could happen to us if society did not have any standards; e.g., get cheated, run out of gas. 3. Students decide what a standard means...define it. Are there any other words which mean the same thing? 4. Decide if there are standards that you can't see but the results are evident, such as honesty, loyalty, being clean, fairness, being responsible. 5. Explore together what could happen if we didn't have these "unseen" standards.
Student comprehends that a person must develop his own standards as a basis for making decisions.		6. Groups of four students each role play situations using standards which can't be seen such as:

Behavioral Objectives	Generalizations	Learning Experiences
Student applies standards of honesty in analyzing the decision-making case situation.		Sue/Bob worked for Mr. Allen in a store. Jane/Bill, a friend, worked there too. Sue/Bob saw Jane/Bill take some money from the register. That night Mr. Allen came up short. He blamed Sue/Bob. Sue/Bob wanted a good record so she/he would get promoted and get better pay but Jane/Bill is a friend. What should Sue/Bob do? Each student answers questions: What should Sue/Bob do--and do Sue/Bob's standards influence her/his decision-making? Did her/his standards prevent her/him from cheating herself/himself?
Subconcept: Sexual Morality and Responsibilities		
Student comprehends that sexual morality is a standard and is important in our society; he is able to state implications resulting from lack of standards.	SEXUAL MORALITY IS NO LESS IMPORTANT THAN MORALITY INVOLVED IN OTHER HUMAN RELATIONS IN A SOCIETY WHERE RESPONSIBILITY IS EMPHASIZED.	1. Review learnings related to standards. Be ready to think about and discuss the results of a lack of sex standards in our society and the far-reaching implications. 2. Use filmstrips and records, "Sex: A Moral Dilemma for Teenagers," Parts **88 I and II. Look for key words or phrases and be ready to discuss filmstrips. Discussion can include questioning students on where they received their information on sex education and when they'd start with their own children.

Behavioral Objectives	Generalizations	Learning Experiences
		3. Explore what is meant by sexual morality or sex standards. Answer the questions: How is sexual decision-making similar to other decisions about standards? Is sexual morality any different from other morality involving responsibility? Why? See "Toward Adulthood: 6 Criteria For Moral Standards." **89
	The consequences of a lack of a sexual standard or morality may be much more devastating than the lack of other standards which are important in our society.	4. Develop the theme: Is sexual morality a question which affects teenagers only? Whose responsibility is sexual morality? Discuss. Have students check question and answer columns to show that people have sexual problems beyond the teen years. 5. Use and discuss filmstrips not previously used from series, "Love and the Facts of Life." **3 6. Divide class and discuss pros and cons of legalized abortion using moral and social responsibility as a basis for discussion.

Behavioral Objectives	Generalizations	Learning Experiences
Student comprehends why the code of behavior which is acceptable to one person or group may not be acceptable to other persons or groups in this society. Student responds in a positive manner to statement, "We live in a society where we have to follow acceptable codes of behavior if we expect to get along with the majority of people." Student shows evidence of understanding why, if he wishes to get along in society, the code of behavior which is approved by the majority of those persons in the society will	A code of behavior evolves from interaction of people in social situations. Dating and other boy-girl relationships can prepare a person for many roles in later life. Those who follow the approved code of behavior in society are most likely to be accepted and respected.	7. Discuss how we can best learn femininity or masculinity in order to develop into the adult who enjoys femininity or masculinity without feeling that sexual relationship is the only expression of sex. (Depending on the maturity and rapport of the class, various resources can be used with which the students relate or with which they identify. "The Game," a film, is one resource.) **90 8. Define "code of behavior" and consider the statement, "We live in a society where we have to follow the acceptable codes of behavior if we expect to get along with the majority of people." Students suggest examples of this statement; e.g., in their words "you gotta wear some clothes...it's against the law to go naked in public." 9. Answer question: What are some suggestions for helping teenagers follow acceptable codes of behavior and to be prepared for adult roles in the future? Use references and other resources to develop answers; e.g., dating with emphasis on enjoying each other's personality rather than physical gratification. 10. Students make their own codes of behavior.

Behavioral Objectives	Generalizations	Learning Experiences
have to be followed, and he is able to cite instances where not adhering to a code of behavior caused difficulties.		
Subconcept: A Mature Personality		
Student comprehends that in human beings biological sex maturity is a part of the total maturity. Student comprehends the characteristics of a mature person; he identifies a mature or immature characteristic in a class member or friend.	HUMAN BEINGS ARE CAPABLE OF BIOLOGICAL REPRODUCTION BEFORE THEY ARE READY FOR THE RESPONSIBILITIES WHICH ACCOMPANY PARENTHOOD. Maturity is a lifelong process, we grow toward it. Sexual relations involve just one of the total relationships among individuals such as mutual respect, love, marriage, home, family, and self-respect.	1. Students take ungraded quiz: "How Mature Am I?" (Keep for future reference.) **91 2. Using references and other sources of information, list characteristics of immature personalities; e.g., insist on having own way, get angry easily, self-centered. 3. Students draw slips of paper which have been printed or typed with SIGN OF MATURITY, such as a mature person usually knows his assets or good points and tends to make the best of them; a mature person faces and makes his own decisions. These decisions are derived from many sources. See What Teenagers Want to Know. **92

Behavioral Objectives	Generalizations	Learning Experiences
		4. Students read to class what was written on slip of paper they drew. Discuss each sign of maturity. Tape slips of paper together in a chain to illustrate that each is necessary and prepares us for adulthood. A wedding ring could also be formed. 5. Re-check the maturity test taken earlier. What can the student do to become more mature? **91 6. Conduct a brief review. 7. Teacher refer to the Bulletin Board, "Sense and Nonsense about Sex." *66 Students list on cards ideas which would go in one or all of the categories, such as: Sense: Dating is preparation for roles in later life. Nonsense: Having a tremendous attraction for each other means that you are in love. Sex: One of the differences between males and females is that a male may wish to have intimate relationships before marriage for gratification while the female associates sexual relationships with love and believes that the male feels the same way. Place cards on board.

Behavioral Objectives	Generalizations	Learning Experiences
		8. Teacher changes silhouettes on the Bulletin Board so that the boy and girl are facing the same direction. Teacher could suggest what is meant by the change; e.g., in marriage the emphasis is not looking at each other only, with extreme emphasis upon sexual attraction, but looking together in the same direction, toward something. What are some of the things that this mature couple will look at?
Subconcept: Sexual Differences and Their Biological Basis		
Student comprehends differences in male and female sexuality and recognizes the role similarities and differences as shown by listing obvious appearance and role similarities and differences between males and females.	THE DIFFERENCES IN MALE AND FEMALE SEXUALITY MAY HELP ONE TO UNDERSTAND THE TYPE OF ROLES EXPECTED BY ONE'S SELF AND OTHERS. Sex roles have social and biological bases. Sex is not something we do, but rather, something we are. ****** TEACHER NOTE: Teacher review vocabulary list (*67). It is in a form to be used as an evaluation of pupils' understanding. ******	1. Use several pictures of boys and girls involved in various activities to initiate a discussion on differences and similarities. 2. Class list some of the obvious similarities (things that the girl and boy are or do; e.g., they are both high school students, both go steady, both wear clothes and like music). 3. Class discuss differences in student's views, appearances; e.g., they are different because: A. She likes to talk with her girlfriends, but he likes to play pool. B. She is shorter, smaller-boned; he is bigger.

Behavioral Objectives	Generalizations	Learning Experiences
		4. Students discuss: Why are there similarities? Why are there differences? A. Sociological basis for boy and girl roles--customs for dress, behavior. B. Biological basis. Are those similarities and differences true for most teenagers?
Student comprehends authoritative information concerning biological make-up of male and female and its relation to sex roles, as shown by listing similarities and differences in reproductive roles of male and female.	Biological differences between man and woman are one of the bases for different sex roles.	5. Show baby pictures and have students identify whether child is a girl or boy. Teacher should try to find photos without any cultural indications that child is a girl or boy; e.g., have none with bows in hair, sailor suit on boy, playing with doll or truck. See Kiddie Capers. **93 6. Then show photo of adolescent girl or boy. Ask, "Is this a girl or boy?" "Why is it so much easier to tell if this is a boy or girl than in the baby photo?" 7. When do a boy and girl become physically different? Class may discuss the following points: The difference is present before birth. Noticeable changes take place at different periods in life; e.g., during adolescence many body changes take place: pubic hair and optimum size of body, boy has hair on face and wet dreams, girl menstruates and develops breasts.

Behavioral Objectives	Generalizations	Learning Experiences
	****** TEACHER NOTE: Use understandable terminology. Avoid medical terms; e.g., gestation, ovulation, unless class appears to grasp meaning. It is important to have a common set of terms to facilitate communication between you and students, students and doctors, etc. Use both medical and colloquial terms. ******	8. Discussion to include questions on menstruation. Typical concerns of students this age can be found in literature from manufacturers of related products. **94 9. Use charts, pictures, models, filmstrips, films to show physical differences. 10. Draw out major learnings about human reproduction through discussion. Use references such as "Birth of a Baby," "Gift of Life," "From Generation to Generation," "Emergency Childbirth," selected pictures, menstruation films and filmstrips from the various companies. Use charts or own drawings to point out reproductive organs. Try to get simple charts and drawings because seeing multiblood vessels, muscles, on these illustrations confuses pupils. **95 **96 **97 **98 11. Ask students to name the various parts discussed. Draw out colloquial terms. Don't be shocked; allow them to be frank. Integrate biological name if not given by class, but do not moralize about student vocabulary.

Behavioral Objectives	Generalizations	Learning Experiences
		12. Ask doctor or a resource person who works closely with teenage students and/or married couples to conduct a question and answer period. Tell him what the class has seen and what they have studied as a background. Questions may be written in case any hesitate to begin. 13. Ask competent pregnant woman to be a resource person, someone who has a comprehensive understanding of "what's happening" in the pregnancy in terms of fetus development, biological changes in mother, etc.
Subconcept: Some Problems Concerning Sexuality: Introduction		
Student comprehends the problems to the individual and for society which may arise due to uncontrolled sexual drives and is able to state at least one problem that can result from uncontrolled sex drive.	ECONOMIC AND SOCIAL PROBLEMS ARISING FROM UNCONTROLLED SEXUAL DESIRE ARE FAR REACHING AND DIFFICULT TO SOLVE. ****** TEACHER NOTE: In some locales Planned Parenthood and some doctors will not work with individuals who are not married. Teacher can phone to see if this applies.	1. Study chart on the transparency, "Powerful Forces," and complete answers according to forces which can be controlled. *68 2. Ask pupils what problems we have with people having uncontrollable sexual desires; e.g., unwed pregnancy, population explosion, abortion, veneral disease, sexual deviance.

Subconcept: Some Problems Concerning Sexuality: Unwed Pregnancy

Behavioral Objectives	Generalizations	Learning Experiences
Student comprehends the problems to the individual and society resulting from unwed pregnancy and is able to cite from reading or observation some of the problems.	ECONOMIC AND SOCIAL EFFECTS ARISING FROM UNCONTROLLED SEX DRIVES MAY JEOPARDIZE THE WELL BEING OF THE INDIVIDUAL CHILD: E.G., THE HEALTH OF AN UNBORN CHILD, AND THE QUALITY OF LIFE PROVIDED FOR A CHILD.	1. What type of questions do you think people having these problems would ask? Divide class into groups to deal with problems in #2 on the previous page. 2. Each group write or clip from newspaper 3 or 4 letters to "Dear Abby" asking question about the problems being considered. Teacher explain that as each topic is discussed in class the letters will be read and answered by the class. 3. Students read "Dear Abby" letters concerning unwed pregnancy. 4. View film such as "Phoebe," **99 which is centered around the problems of teenage pregnancy. Some questions for class to think about while viewing film: A. Would Phoebe have questions besides those mentioned in the letters? B. Would Phoebe like those in the "Dear Abby" letters? C. How do you think Phoebe and Paul felt? D. What would you have done if you were Phoebe and/or Paul? After film, class discuss these questions and any others raised.

Behavioral Objectives	Generalizations	Learning Experiences
		5. Students play game, "What Would I Do If?"; e.g., boy drives girl to lonely country road, and other such situations. 6. Listen to a tape by one of the girls in a home for unwed mothers. List some of the phrases she uses to describe her feelings. Discuss tape and evaluate the experience for the girl and her future. Questions for discussion: A. What are some of the practical reasons a girl shouldn't want to get pregnant until after she is married? (Costs, living arrangements, clothes, and equipment for self and baby, etc.) B. What are some of the emotional reasons? (Decisions about the baby, feelings of rejection, doubts about the future, not being able to share this precious experience, loneliness.) C. Why is society concerned about unwed mothers, in addition to what it means in the life of the girl? (Caring for the children, health problems, less-educated girls.) OR Invite a social worker from a maternity home for unwed mothers to share some of her experiences with the girls she has worked with in the home and how they work with the girls. Also discuss the problem of the unwed fathers and the help he needs.

Behavioral Objectives	Generalizations	Learning Experiences
		7. Teacher will remind the class of the "Dear Abby" letters that the students wrote or collected. Class formulate answers based on information from the past days' learning experiences.
Subconcept: Problems Concerning Sexuality: Population Explosion		
Student comprehends the problems society faces in uncontrolled reproduction and is able to illustrate from reading or observation at least one problem that resulted from uncontrolled reproduction.	ECONOMIC AND SOCIAL EFFECTS ARISING FROM UNCONTROLLED REPRODUCTION ARE REFLECTED IN THE WELFARE OF NATIONS AND ALL THEIR PEOPLES. ****** TEACHER NOTE: Be sure students realize that everyone is included in the problem of overpopulation, not just the low-income segment of society. ******	1. Teacher note the analogy of "unwanted" pregnancy to the problems of the larger society (world) of uncontrolled reproduction. With an unwanted pregnancy, the mother, the child, and the family have problems; in uncontrolled reproduction the world society has problems. 2. Show slides and films or exhibits from Planned Parenthood. Discuss the issues raised: **100 Food (malnutrition → hunger → starvation). Space (tensions, crowding). Natural resources of the earth. 3. Speaker who is knowledgeable about implications of overreproduction for society as a whole. Suggestion: Planned Parenthood personnel. 4. Check newspapers, periodicals for items on population explosion. Discuss in terms of implications for EVERYONE in society.

Subconcept: Problems Concerning Sexuality: Abortion

Behavioral Objectives	Generalizations	Learning Experiences
Student comprehends bases for legal abortion by stating definition and is able to illustrate how the law applies in at least one specific case. Student comprehends physical and psychological dangers inherent in terminating pregnancy by abortion as evidenced by approximate answers to the questions in learning experience 3.	EACH STATE HAS LAWS GOVERNING ABORTION DIFFERING IN THE EXTENT TO WHICH MENTAL HEALTH, PHYSICAL CONDITION AND GENETIC CONSIDERATIONS ARE ACCOUNTED FOR. Abortion, whether legal or illegal, may have physical or psychological outcomes with far-reaching effects for individual and family.	1. Teacher present specific facts for her state concerning legality of abortion under varying circumstances in a SIMPLIFIED interpretation. (Source of information for the teacher could be judge, lawyer.) 2. Speaker: M.D. (maybe obstetrician), Planned Parenthood personnel. 3. Case studies from current TV programs, Readers' Digest, Planned Parenthood publications, movie. Students discuss: Why was decision made? What were the alternatives? Would you have decided this way? Under what circumstances would an abortion be a better solution than going through with the pregnancy?
Subconcept: Problems Concerning Sexuality: Venereal Diseases		
Student is aware that syphilis and gonorrhea exist as a health problem and verbalizes possibility of a pictured healthy looking teenage couple having VD.	MANY OF THE REPORTED CASES OF VENEREAL DISEASES ARE PEOPLE BETWEEN THE AGES OF 15 AND 25; THEREFORE, VENEREAL DISEASES POSE A SERIOUS HEALTH PROBLEM FOR YOUNG PEOPLE HAVING SEX RELATIONS OUTSIDE OF MARRIAGE.	1. Teacher remind students of the VD in "Dear Abby" letters. 2. Teacher displays a picture of healthy looking teenage boy and girl with whom the students can identify. Ask class: A. Could this boy and girl have a dangerous 'catching' disease? B. Would this boy and girl ask questions like those in the letters?

Behavioral Objectives	Generalizations	Learning Experiences
Student recognizes the signs, causes, and effects of venereal disease as shown by student answers to frames of programmed instruction, "VD: A Teenage Health Problem, " without referring to printed answers. Student can list sources of help for persons having venereal disease.	For health reasons, when the signs of syphilis and gonorrhea are recognized, a person should seek immediate medical help. If dectected and treated by a doctor in the early stages serious and permanent damage due to venereal diseases can be prevented. Medical help is available to all individuals having venereal diseases regardless of their ability to pay.	3. Show and discuss movie, "Quarter Million Teenagers." **101 4. Read Public Health Department **102 series of booklets "What You Should Know About Syphilis," "What You Should Know About Gonorrhea," and "Strictly for Teenagers." 5. Show and discuss movie, "Her **103 Name Was Ellie and His Lyle," and/or "Dance Little Children." **104 6. Ask students to work through programmed instruction, "VD: A Teenage Health Problem," without using *69 answers or assistance. 7. Resource persons: Red Cross Nurse, School Nurse, M.D., Public Health Department representative. 8. Class answer "Dear Abby" letters.
Subconcept: Problems Concerning Sexuality: Sexual Deviance		
Student is able to cite examples from reading or observation of difficulties arising from deviance.	SEXUAL DEVIANCE PRESENTS PROBLEMS TO INDIVIDUALS, FAMILIES AND SOCIETY AS A WHOLE.	1. Speaker to present, as appropriate, what is known concerning sexual deviance. Also point out how to recognize and advisability of avoiding situations involving deviance. Suggestions include: school psychiatrist, social worker, policeman (or woman).

Behavicral Objectives	Generalizations	Learning Experiences
		2. Read and discuss SIECUS study guide No. 2, "Homosexuality." **105
Subconcept: Birth Control		
Student comprehends the purposes and effectiveness of the various types of birth control methods.	BIRTH CONTROL METHODS AND DEVICES ARE USED TO PREVENT THE CONCEPTION OR BIRTH OF A BABY. ****** TEACHER NOTE: If your state and administrator approve, you can usually get pamphlets or information on contraceptives from a pharmacist. Planned Parenthood associations can provide assistance also. ****** It is each couple's responsibility to decide whether or not to use any birth control methods. Their decision on the use of contraceptives may be influenced by a number of factors: religion, fear, lack of reliable information.	1. Discuss questions: Do you think knowing about birth control is important? Why? or Why not? 2. Students name the methods and devices known to them. 3. Have question and answer session concerning birth control. Advisable to bring in resource person such as doctor, Planned Parenthood worker. 4. Who can help a person get information about birth control methods? Planned Parenthood, welfare agency, doctor. 5. View and discuss filmstrip, "Comparison in Contraception." **106 6. Read and discuss reference booklet, Your Future Family. **107

Subconcept: Adequate Care of Children: Needs of Infants and Pre-schoolers

Behavioral Objectives	Generalizations	Learning Experiences
Student comprehends that the intellectual stimulation which the family provides for the young child influences his readiness to learn. He can list factors in the physical and social environment that contribute to the critical needs of the early childhood years.	THE BEHAVIOR WHICH LEADS TO SOCIAL, EDUCATIONAL, AND ECONOMIC POVERTY IS LEARNED IN EARLY CHILDHOOD. A social and educational environment which provides depth and variety in personal relationships and other experiences is imperative during the growing years for optimum development.	1. Students read booklet, The First Big Step. (Teacher read and assign portions as appropriate for class learning, especially pp. 5, 6, 16, 17, 18, 20, 21, 23.) **108 2. Blindfold each student. A. Ask him to describe the environment (area). B. Gradually add sense stimuli; e.g. toys, magazines, books, paper, crayon, and have him identify objects. C. Relate this experience to a young child's home environment and when such items are lacking or present. 3. Discuss how adult models stimulate a child's learning; e.g., about himself, behavior, material world. See leaflet, The Great Imitators. **109
Student comprehends and is able to identify the physical, emotional and social needs of infants and pre-school children.	Infants and pre-schoolers have some needs which are alike and others which are peculiar to the specific age and stage of growth.	4. Students read and discuss booklet, Development and Behavior From Birth to Five Years. **110 5. Students observe a pre-school child. Compare observations with the reading noted above. Share these observations and the findings with the class.

Behavioral Objectives	Generalizations	Learning Experiences
	A worthwhile pre-school experience helps a child develop his mind, his imagination, his independence and his positive feelings about himself, other people and learning.	6. Invite Head Start director or child development specialist to class. Focus on providing a stimulating environment for learning. 7. Use film "Learning While They Play." Supplement with bulletin "Play as Learning." **111 **112 8. Preparation for visit to a pre-school program; e.g., Head Start program, nursery school. Look for answers to these questions: A. Is an adult encouraging communication, talking with and listening to a child? B. Is an adult encouraging vocabulary-building by labeling? C. Is a child accomplishing something in which an adult is showing pride or the child has enough pride in already? D. Is a child making effective or novel use of resources? E. What kind of a meal were they served? How did this meet their daily requirements? How is he handling utensils? F. In what ways did you see an adult help a child feel secure and loved?

Behavioral Objectives	Generalizations	Learning Experiences
		9. Share observations from field trip. Relate these experiences to what parents have the responsibility to do at home. Use Talk and Listen to stimulate class discussion. **113
		10. Use waste materials and booklet, Beautiful Junk, to make something to help provide a learning tool or equipment for a child; e.g., paint dishes, clay board, beads to string, peg board, wheel toy. **114
		11. Student chooses a child (brother, sister, cousin, neighbor, etc.) and plans a game or writes a story for the child. Use as references: Books for Children, Learning Different Shapes, Fun With Circles, Learning Through Touch. **115 **116 **117 **118
		12. Use film, "Gilberto and the Wind," and the Discussion Guide. **119 OR Ask a librarian to come to class and have a story book hour for different age level children.

Subconcept: Adequate Care of Children: Facilities for Care of Children

Behavioral Objectives	Generalizations	Learning Experiences
Student comprehends procedures for selecting or providing child care facilities as evidenced by making a plan for caring for a younger sibling or neighbor child and relates the plan to the needs of the specific child. Student comprehends the characteristics to strive to develop in children and can tell how to provide for them.	FAMILY CARE AND GROUP CARE EACH HAVE ADVANTAGES TO BE CONSIDERED IN DECIDING THE TYPE OF CARE TO BE GIVEN A CHILD WHILE HIS MOTHER IS WORKING. To develop major, essential characteristics of mature responsible citizens in a democratic, free society is the goal of parents or parent substitutes. The six characteristics are: 1. Feelings of security and adequacy. 2. Understanding of self and others. 3. Democratic values and goals. 4. Problem solving attitudes and methods. 5. Self-discipline, responsibility, and freedom. 6. Constructive attitudes toward change.	1. Read programmed instruction, Care for Children of Employed Mothers. **120 2. List and discuss facilities available for child care services using students' previous experiences or prior knowledge. 3. Show slides and discuss "Who'll Take Care of the Kids?" **121 4. Evaluate the facilities using "What is Good Day Care?" and "Some Ways of **122 Distinguishing a Good School or Center for Young Children." **123 5. What is the payoff for the child, the parent, the community, etc. if these characteristics are developed? List the things that a parent can do to encourage the development of these characteristics.

References and Resources: Family

Student References:

1. Baldwin, C. & Bayer, H. Play as learning. Cooperative Extension Bulletin, New York State Colleges of Agriculture and Human Ecology, Cornell University, Ithaca, N.Y. 14850. (10¢) (**112)

2. Call, A. Toward adulthood. J.P. Lippincott Co., East Washington Square, Philadelphia 19105, 1964. (**89)

3. Care for children of employed mothers. Programmed instruction. Department of Community Service Education, New York State College of Human Ecology, Ithaca, N.Y. 14850. (**120)

4. Children's Bureau. What is good day care? 1965. U.S. Government Printing Office, Washington, D.C. 20402. (15¢) (**122)

5. Cooperative Extension Service. Development and behavior from birth to five years. Pm 373. Publications Distribution Room, Morrill Hall, Iowa State University, Ames, Iowa 50010. (Single copy free) Also available from Cooperative Extension Service, Michigan State University, East Lansing, Mich. (**110)

6. Division of Home Economics, Federal Extension Service. Reprinted, with permission, for use in programs associated with Head Start. Available from Department of Child Development and Family Relations, New York State College of Human Ecology, Ithaca, N.Y. 14850, 1966. Books for children (3¢) (**115); Fun with circles (5¢) (**117); Learning different shapes (10¢) (**116); Learning through touch (3¢) (**118); Talk and listen (10¢) (**113)

7. Education Department, Personal Products Co., Milltown, N.J. 18850. Growing up and liking it and Strictly feminine.

8. Educational material on menstruation. Tampax Inc., 161 East 42nd St., New York 10017. (free) (**94)

9. Guest, E. Home. From A heap o'living. Reilly & Lee Co., Publishers, 1916. (**86)

10. Levinsohn, F. & Kelly, G. What teenagers want to know. Budlong Press Co., Chicago, Ill., 1967. ($1.50) (**92)

11. National Association for the Education of Young Children. Some ways of distinguishing a good school or center for young children. NAEYC Publications Department, 1629 21st St., N.W., Washington, D.C. 20009. (Single copy free upon receipt of self-addressed stamped #10 envelope) (**123)

12. National School Public Relations Association. The first big step. A handbook for parents whose child will soon enter school. NSPRA, 1201 Sixteenth St., N.W., Washington, D.C. 20036, 1966. (60¢) (**108)

13. New York State Department of Health. Series of pamphlets on venereal disease. (See **96 for address) What you should know about gonorrhea, 1962; What you should know about syphilis, 1962; Strictly for teenagers (also available U.S. Government Printing Office, (5¢) (**102)

14. New York State Department of Health. The gift of life. Office of Public Health Education, 84 Holland Ave., Albany, New York 12208. (Also available at local health department.) (**96)

15. Warner, D. & Quill, J. Beautiful junk. Project Head Start, Office of Economic Opportunity, 1967. U.S. Government Printing Office, Washington, D.C. 20402. (**114)

16. Your future family. Reference and Resource Program. G.D. Searle & Co., 1841 Broadway, New York 10023, 1966. (free) (Also available through local Planned Parenthood Office.) (**107)

Teacher References:

1. A summary of contraceptive methods. Special Services Department, G.D. Searle & Co., P.O. Box 5110, Chicago, Ill. 60680, 1969.

2. Bannister, C. Kiddie capers. Published by author, Smosset, N.Y. 11791, 1969. (**93)

3. Children's Bureau. A healthy personality for your child. No. 337, 1966. (20¢) Day care for your child in a family home. No. 411, 1964. (15¢) When teenagers take care of children. No. 409, 1968. (25¢) U.S. Government Printing Office, Washington, D.C. 20402.

4. Cooperative Extension Service. Child guidance techniques. Bulletin 565, Michigan State University. MSU Bulletin Office, P.O. Box 231, East Lansing, Mich. 48823. (Single copy free)

5. Department of Child Development and Family Relationships. Children's Series. New York State College of Human Ecology, Cornell University, Ithaca, N.Y. 14850, 1966. Leaflet 1. Actions speak (10¢); 2. As they see themselves (10¢); 3. The great imitators (10¢) (**109) 4. Children and prejudice; 5. Schools for the preschool child--Why?

6. Department of Child Development and Family Relationships - Extension, New York State College of Human Ecology, Ithaca, N.Y. 14850. Your child at home and at school (10¢); Read with your child (15¢); Striving for independence (10¢).

7. Department of Health Education, Division of Socio-Economic Activities, American Medical Assn., 535 N. Dearborn St., Chicago 60610. Why the rise in teenage syphilis? (10¢): Why the rise in teenage gonorrhea? (10¢).

8. Federal Extension Service. Helping parents teach young children. Reprinted, with permission, for use in programs associated with Head Start. (25¢) (See **113 for address)

9. Greep, R. The population crisis. Reprint Service, Harvard Alumni Bulletin, 1341 Massachusetts Ave., Cambridge, Mass. 02138. ($1.00)

10. Havemann, E. Birth control. Time-Life Books, Time Inc., New York. ($1.95)

11. Herzog, E. About the poor--some facts and some fictions. Children's Bureau publication No. 451, 1968. U.S. Government Printing Office, Washington, D.C. 20402. (35¢)

12. Home and Family Life Education. Guidelines for teaching personal and family relationships. State Division of Vocational Education, Olympia, Washington. How mature am I? (**91); Parents don't want daughter (**87)

13. Maternity Center Association. A baby is born. 48 East 92nd St., New York 10028. ($3.95)

14. New York State Department of Health. The pre-school years, 1968. 84 Holland Ave., Albany, N.Y. 12208.

15. Oettinger, K. Family planning, a critical issue, in Journal of Home Economics, Vol. 61, No. 8, October 1969, pp. 609-614.

16. Planned Parenthood Federation of America, Inc., 515 Madison Ave., New York 10022. About birth control; Modern methods of birth control; Planned parenthood--freedom to choose; Questions and answers about birth control pills; Questions and answers about intrauterine devices; Teenagers; The safe period; The threatening crowd; To be a mother, To be a father; When more is less.

17. Sex Information and Educational Council of the U.S. Homosexuality. SIECUS, Publications Office, 419 Park Ave. South, New York 10016. (50¢) (**105)

18. Sex knowledge inventory. Family Life Publications, P.O. Box 6725, College Station, Durham, N.C., 1955.

Visual Aids:

1. Film. Birth of the baby. 29 minutes, black and white. Months Before Pregnancy series. Indiana University, NET Film Service, A-V Center, Bloomington, Ind. 47405. (**95)

2. Film. Dance little children. 28 minutes, black and white. Communicable Disease Center, Public Health Service Audiovisual Facility, Atlanta, Ga. 30333. (**104)

3. Film. From generation to generation. McGraw Hill Film Dept., 330 W. 42nd St., New York 10036. (**97)

4. Film. Gilberto and the wind. 7 minutes, color. Film Library, Roberts Hall, Cornell University, Ithaca, New York 14850. (**119) Order discussion guide from Dept. of Child Development and Family Relationships, College of Human Ecology, Cornell University.

5. Film. Her name was Ellie and his name was Lyle. Louis DeRouchemont Assn., 18 E. 48th St., New York 10017. (**103)

6. Film. Learning while they play. 28 minutes, color or black and white, with discussion guide. Film Library, Roberts Hall, Cornell University, Ithaca, N.Y. 14850. (Rental, $4.00) (**111)

7. Film. Phoebe. McGraw Hill. (See **97 for address) (**99)

8. Film. Quarter million teenagers. Hank Newenhouse, Inc., 1017 Longaher Rd., Northbrook. Ill. 60062. (**101)

9. Film. The game. McGraw Hill, 330 W. 42nd St., New York 10036. (**90)

10. Filmstrip and record. Comparison in contraceptives. G.D. Searle, References and Resources Program, 1841 Broadway, New York 10023. (**106)

11. Filmstrip and record. Sex: A moral dilemma for teenagers, Parts I & II. Guidance Associates, Pleasantville, N.Y. 10570. (**88)

12. Planned Parenthood. Guide to films. No. 109. Planned Parenthood--World Population, 515 Madison Ave., New York 10022, 1969. (**100)

13. Set of slides. Who'll take care of the kids? Department of Community Service Education, New York State College of Human Ecology, Ithaca, N.Y. 14850. (**121)

14. Transparencies. Emergency childbirth. Local Red Cross chapter. (**98)

F. CONCEPT: MANAGEMENT AS A WORKING HOMEMAKER

Subconcept: Managing Time and Energy

Behavioral Objectives	Generalizations	Learning Experiences
Student is able to assess costs imposed on the employed homemaker by analyzing his own home situation.	IF THE HOMEMAKER IS EMPLOYED THERE WILL BE CERTAIN COSTS TO THE FAMILY; THESE COSTS AND THE FAMILY'S ATTITUDE TOWARD THEM SHOULD BE ASSESSED BEFORE EMPLOYMENT.	1. Introduce unit with Bulletin Board, "How Can I Manage?????" *70 2. Show and discuss transparency, "Employment of the Homemaker Has Costs to the Family." (May point this out **124 as concrete example of how values influence decisions.)
Student is able to measure time costs of homemaking by calculating dollar value of selected tasks.	Time for homemaking tasks is reduced when the mother is employed; the family must decide which tasks (if any) may be omitted and how, when, and by whom the remaining tasks will be done.	3. Observe own family unit and record who does the tasks; e.g., meal preparation, dishwashing, caring for children, house cleaning, clothes washing, ironing. Use chart, "Housekeeping: *71 Family Record."
Student comprehends how the amount of effort used in homemaking tasks may be reduced when the homemaker works.	When the homemaker is employed, the amount of effort she is able to expend on homemaking tasks is reduced.	4. Using "Can Wives Afford to **125 Work?" calculate time and energy costs of homemaking tasks. 5. Discuss transparency, "Start with a 24-Hour Day." Compare information **124 on transparency with findings from students in their observations of family units.

Behavioral Objectives	Generalizations	Learning Experiences
		6. Discuss transparency, "Household Work Time in 4 Families of Different Sizes with Children of Different Ages." **124 7. View transparency, "Time Spent in Homekeeping for all Family Members" and discuss differences shown for families with employed vs. non-employed homemakers. **124 8. Compare findings from student observations as to who does what tasks if the homemaker is employed or unemployed.
Student recognizes the importance of family attitudes toward the costs of employment of the homemaker.	Families of employed homemakers will lose certain services expected of full-time homemakers; their willingness to forego or share these for the benefit of her employment is a major point to consider.	9. Discuss ways in which family members can assume a share of the employed homemaker's work. Students relate how they share these tasks. 10. Develop a Bulletin Board showing tasks which other family members must do when the homemaker works. Caption: "Who Takes Over for Mom?" *72
	The net value of the mother's employment in terms of its contribution to family goals is a major factor in determining the desirability of her employment.	11. Figure the dollar value of the tasks for the families studied using the pamphlet, "Can Wives Afford to Work?" and "Costs of Employment." **125 **124 Compare net pay of employed homemaker to dollar value of housekeeping tasks.

Behavioral Objectives	Generalizations	Learning Experiences
		12. List uses of money from wife's income in terms of family needs and wants.
Student identifies and practices time-saving procedures.	Work simplification procedures enable the individual to save time and energy.	13. Read and consider "Why You Spend More or Less Time Than Others?" to understand differences in amounts of time spent doing homemaking tasks. *73
		14. Review pamphlet, "Use Your Head to Save Your Back." Students do tasks using both right and wrong methods as illustrated. (Be sure they work at the task long enough to feel the difference.)
		15. Develop guidelines which could be used in other work tasks in reducing effort to accomplish a task. Arrange areas with good and poor lighting. Do some tasks such as ironing and sewing to show the difference. Guidelines to be developed: Make work conditions comfortable. Make conditions conducive to good work. Try music or just visiting while doing a task which they consider disagreeable. Find a way to make a disliked task more pleasant.
		16. Summary: Ask each student to share one way he could use work simplification for a specific task.

Behavioral Objectives	Generalizations	Learning Experiences
		17. Panel discussion on "Does it Pay for The Wife to Work?" using "Costs of Employment," Lesson 4, as a guide for questions. **124
Subconcept: Managing Money: Plan For Use of Money		
Student is able to apply the principles of budgeting to a situation provided by the teacher or to his own current income and spending.	PLANNING FOR USE OF MONEY ENHANCES THE POSSIBILITY THAT MONEY RESOURCES AVAILABLE WILL MEET AN INDIVIDUAL'S NEEDS.	1. Play Bulletin Board game, "The Money Tree." *74 2. View and discuss film, "A New Look at Budgeting." **126 3. Discuss budgeting using "Teacher's Discussion Guide" and transparencies, "Wedding Bells for Carole and Larry" in Making the Most of Your Money, or other available materials. **124 **56 4. Play "Budgeting Game." *75 5. Using expected earnings, the student makes a plan for one week for use of this amount of money. 6. Students check workability of money plans made in learning experience #5 above in light of their needs and wants.
	A plan for spending helps a family meet their needs and desires. 123	7. Students list on cards expenses or purchases which might be made by a teenager:

Behavioral Objectives	Generalizations	Learning Experiences
		A. Sort into stacks of wants and needs. B. Organize the cards as to order of purchase. Teacher point out how individual values affect rank order of choices. How can you plan for wants after needs are satisfied?
Subconcept: Money Management: Credit		
Student identifies the types of consumer credit available and the factors which influence the availability of credit.	CONSUMER CREDIT INCLUDES CHARGE ACCOUNTS (30 DAY AND REVOLVING), INSTALLMENT BUYING, SMALL LOANS FROM FINANCE COMPANIES, CREDIT UNIONS, AND BANKS, AS WELL AS INFORMAL CREDIT EXTENDED BY PAWNBROKERS, UNLICENSED LENDERS, AND BUSINESSES.	1. Develop Bulletin Board, "What Type of Credit?" Students identify sources of credit. *76 2. Read and discuss "A Lesson in Buying Used Cars" or "John Learns About 'Easy Payment' Plans" in Making the Most of Your Money. **56 3. Discuss types of credit available using Teachers' Discussion Guide, "Credit, What Is It and How Do We Use It?" or credit series. **124 **127
	The availability of credit to an individual is dependent upon the source of credit and the individual's credit rating.	4. Students discuss qualifications necessary to obtain credit and the factors influencing credit ratings. Ask local credit bureau employee to supply descriptive examples of a good and a bad credit rating. Students fill out sample application for credit card.

Behavioral Objectives	Generalizations	Learning Experiences
		5. From these discussions compile a list of factors which influence the availability of credit to an individual. 6. Take field trip to local bank or loan company, credit department of large store or invite to class speaker from one of these. 7. Students discuss pros and cons of different types of credit.
Student recognizes the cost of credit, the decisions involved in its use, and different payment methods.	The type of credit used affects the cost of credit. Reasons for using credit are convenience, use and enjoyment of items while paying,supplemental cash, meeting unexpected expenses, and establishing a credit rating.	8. Analyze and compare types of credit purchases made with teen credit card, bank credit, store credit, small loan companies, etc. 9. Consider the advisability of using credit from a small loan company, pawnbroker and unlicensed lenders. 10. Invite a resource person; e.g., bank officer, lawyer, to discuss the truth in lending law and problems of bankruptcy. 11. List the advantages and disadvantages of using each of the above types of credit.

Subconcept: Money Management: Payment of Bills

Behavioral Objectives	Generalizations	Learning Experiences
Student is able to use proper procedures involved in paying bills.	BILLS MAY BE PAID BY CHECK, MONEY ORDER, CASH, BANK CREDIT CARDS, OR AUTOMATIC PAYROLL DEDUCTION. Compliance with bill-paying procedures results in legal receipts as records of payments. A legal receipt is proof of payment of a debt or obligation and if filed is readily available for reference.	1. Brainstorm ways bills can be paid. 2. Make transparencies or show examples of ways to pay bills; e.g., money order, check, bank credit card, and teen credit card. 3. Using Teacher's Discussion Guide, "Paying Your Bills," **124 A. Discuss pros and cons of each method of payment. B. Identify which ways result in automatic receipts. C. Why are these receipts helpful or necessary? (Income tax records, medicare, etc.) D. Determine uses for these receipts. 4. Use possible forms and files to keep a record of bills paid. Decide which method of bill paying is best for the individual. 5. Discuss garnishment and assignment of wages and how it affects your paycheck and job security. 6. Students discuss paying of their own bills.

Subconcept: Money Management: Consumer Information Sources

Behavioral Objectives	Generalizations	Learning Experiences
Student identifies sources of information available to the consumer.	BOOKLETS, NEWSPAPERS, MAGAZINE ARTICLES, AND LABELS ARE SOURCES OF INFORMATION FOR THE CONSUMER.	1. View and discuss filmstrip series "Our Role as Consumers," "Consumers in the Market Place," and "Consumers in Action." **128 2. Prepare Bulletin Board, "What Do You Know About the Products They Show?" *77 3. Demonstrate Food and Drug Administration labeling requirements using examples.
Student recognizes some of the effects of advertising upon individuals.	Knowledge of consumer terms such as sales (EOM--end of month, FOM --first of month, Pre, Post, White, Bankruptcy, Smoke or Fire), discounts (special, loss leader, bargain counter, cents off) or qualities (regular, irregular, 1st, 2nd) are valuable as the consumer looks at information. Advertising can be a source of helpful information and an introduction to new or improved products. Advertising can mislead consumers when appeals are mistaken for accurate information.	4. Define consumer terms. Examine labels, booklets, seals of approval, for use of consumer terms which they have identified and defined. 5. Collect advertising examples from newspapers, magazines, brochures, TV, and radio. Each student may be assigned a time to check TV and radio advertisements. Analyze the appeals to friendship, appreciation, approval and success and their effects on the consumer. Also check each ad as to whether it provides accurate or factual information, implied information, or implied comparison. Students devise a rating scale to summarize.

<table>
<tr><td colspan="3">Subconcept: Money Management: Consumer Protective Agencies</td></tr>
<tr><th>Behavioral Objectives</th><th>Generalizations</th><th>Learning Experiences</th></tr>
<tr><td>Student is able to list consumer protective agencies in the community, state, and nation.</td><td>CONSUMER PROTECTIVE AGENCIES CAN HELP INDIVIDUALS IN PROBLEMS CONCERNING MISREPRESENTATION, FALSE ADVERTISING, ETC.</td><td>1. Define consumer protective agency. List some and give their function; e.g., federal consumer protective agencies include the Federal Trade Commission, Food and Drug Administration and National Bureau of Standards; local agencies include Legal Aid Society, Better Business Bureau, Trade Associations such as American Automobile Association, District Attorney's office. Suggested reference: "You Have Protection," pp. 18-20, in When You Buy. **129
2. Ask a representative from a consumer protective agency; e.g., Better Business Bureau, merchants association, to serve as class resource person. Follow with a question and answer session. Questions could be formulated in groups in a preceding class session.</td></tr>
<tr><td colspan="3">Subconcept: Managing Family Foods: Planning Meals</td></tr>
<tr><td>Student is able to utilize time, energy and supplies effectively in planning and preparing family meals.</td><td>EFFECTIVE MANAGEMENT OF ONE'S RESOURCES IN FOOD PREPARATION CONTRIBUTES TO EFFICIENT PERFORMANCE.</td><td>1. Exhibit a variety of convenience foods (mixes, frozen, canned, dried). View filmstrip, "Can Opener Easy Meals." **130
2. Discuss what influences the choice of convenience foods (time, energy, family values). Use filmstrip and pamphlets, "The In Way to Meal Making," to illustrate use of convenience foods. **131</td></tr>
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Behavioral Objectives	Generalizations	Learning Experiences
		3. List items which could be partially prepared the day before by an employed homemaker (frozen casseroles, sauce for spaghetti). Plan and/or prepare a menu which could be prepared in 30 minutes or less. Discuss hazards involved in improper storage of partially prepared meals. 4. Identify ways to make efficient use of time, energy, and other resources by A. Using oven for as many dishes as possible. B. Preparing large quantities of main dish, using part and freezing remainder. C. "Planned overs." 5. Demonstrate use of the home size pressure cooker using real food. 6. List safety points to remember in using the pressure cooker. Practice using the pressure cooker. Read the "use and care" booklet. **132 7. Contact extension agent for recipes which use surplus foods, government commodities.

Behavioral Objectives	Generalizations	Learning Experiences
		8. Teacher demonstrate preparation of recipes and foods obtained from cafeteria, welfare, or extension agent; e.g. flour, butter, powdered milk, canned chopped meat, canned beef, rice, raisins, cheese, scrambled egg mix.
		9. Plan inexpensive luncheon or supper menu. Prepare time and work plan for preparation of meal at school.
		10. Carry out meal plan in laboratory. Evaluate meal, service, and clean up procedures.
Student is able to plan appropriate and nutritious foods for family meals.	Planning of meals with the goals of adequate nutrition in mind will help insure the provision of nutritious food for the family.	11. Review the Basic Four requirements. List foods which are included in each food group. Be sure to include foods your students eat daily.
		12. Enlist family's cooperation in food planning project if possible.
		13. Plan 3 to 5 day menus for own family, based on family income, likes, dislikes, eating habits. Scan cookbooks to find a variety of ways to prepare food which is most often on the menu.
		14. Compare plans with Basic Four requirements and make needed changes.

Subconcept: Managing Family Foods: Marketing and Buying

Behavioral Objectives	Generalizations	Learning Experiences
Student identifies appropriate sources of information relative to purchasing food. Student is able to prepare a market order in terms of the menus planned in previous lesson.	INFORMATION SOURCES WHICH PROVIDE ANSWERS TO QUESTIONS REGARDING THE PURCHASE OF FOOD MUST BE UTILIZED IN ORDER TO MAKE BEST USE OF FINANCIAL RESOURCES. Market orders should be organized in terms of menus planned to avoid forgetting needed items and the purchase of unnecessary items.	1. Make a market order from menus previously planned. 2. Study newspaper ads for hints on best buys for week. 3. Compare best buys with original list and note savings. What could the homemaker do in order to obtain greatest saving by using sale items? 4. Study labels from cans for useful food buying information using various sized cans and charts. Suggested reference: Know Your Canned Foods. **133 5. Use department filmstrips or charts to review cuts of meat. 6. Student consult resources for helps on buying less tender cuts of meats. Discuss best ways to cook these cuts and how much to buy per person. Suggested references: "How to Cook Beef to Brag About," "Meat Handibook," "Fresh Meat Study Guide," and "Meat." **134 **135 **136 **137

Behavioral Objectives	Generalizations	Learning Experiences
		7. Take field trip to supermarket to do comparison buying and, where possible, purchase supplies needed for planned menus. Students guess ahead of time how much groceries will cost. 8. Discuss results of comparison shopping. 9. Discuss: advantages and disadvantages of shopping once a week; buying staples once a week and perishables daily; or shopping daily. Encourage student to use the best method for his own situation. 10. Conduct a contest: class decide on a menu, each go to store, decide on purchases, describe items and list prices. Student spending least amount of money wins. Point out price differences due to wise choices and those due to type and location of store. 11. Display grocery items (canned goods, bread, fruit). Discuss how sequence of selection in the store affects the final product; e.g., bread crushed. 12. Prepare meal from menus planned with purchased food supplies. Students do the shopping and evaluate the shopping experience. Invite parents of students or other relatives to eat with class.

Behavioral Objectives	Generalizations	Learning Experiences
		13. Summarize learnings on buying food to get the most for one's money. If any parents are present, include them in discussion.
Subconcept: Managing Family Foods: Food Skills		
Student recognizes the importance of food in social activities.	EXPERIENCES WITH SOME OF THE SPECIAL ACTIVITIES IN ENTERTAINING WILL GIVE AN APPRECIATION OF THE IMPORTANCE OF FOOD IN SOCIAL ACTIVITIES.	1. Discuss some of the social occasions students have had involving food. Discuss which activities could be successfully carried out by an employed homemaker.
Student selects, plans, and prepares foods suitable for entertaining.		2. Discuss what skills might be needed for each type of activity planned.
	The time and entertaining activities of the employed homemaker are limited.	3. After listing many different kinds of activities, decide on two very different types of entertaining to carry out in class. Divide class into two groups. Each group plan and carry through the activity while the other half act as guests. Limit time for preparation in one group to represent an employed homemaker's situation as compared with full-time homemaker.
		4. Evaluate activities. Compute time expended and costs of each menu.
		5. View filmstrip, "New Hostess at Home," and study accompanying handbook. Discuss. **138

Behavioral Objectives	Generalizations	Learning Experiences
		6. Using references and cookbooks, find other entertaining activities and make plans to carry out. Review manners; use idea of minimum manners. Students act out instances where lack of consideration for others is shown. Others in class try to identify poor manners. Suggested reference: Ch. 7, Thresholds to Adult Living. **1
Student comprehends the importance of proper storage of food as evidenced by his ability to prepare and store food.	Proper storage of food prevents waste, contamination, and spoilage.	7. Examine and use many types of storage containers, wrappings, and other devices appropriate for different types of food. Identify and display reusable items found in most homes (bread wrap, coffee tins, glass jars, margarine and whipped topping containers). 8. Plan for storage of food in the foods department. Discuss proper storage of frozen food, fresh food, and milk, canned goods, and staples. 9. Demonstrate proper preparation of food items for sanitary storage; e.g., cleaning vegetables, rewrap fish. 10. Demonstrate storage of food items to prevent contamination and spoilage. 11. Students consult references for additional helps and storage ideas.

Behavioral Objectives	Generalizations	Learning Experiences
		12. Students summarize learnings related to food storage.
Subconcept: Selecting Housing		
Student can identify the factors involved in selecting housing to fit the individual's situation.	FAMILY COMPOSITION DETERMINES THE TYPE OF MINIMUM HOUSING NEEDED BY A FAMILY AND INCOME DETERMINES TYPE THAT CAN BE AFFORDED. Housing needs change as individual and family needs change.	1. Buzz session on the advantages and disadvantages of houses, apartments, and mobile homes. 2. Using newspaper ads, consider what types of housing are available in the community. Compare differences in cost and influence of factors such as location, furnishings, apartment or house, and other factors. 3. Using a case situation for a given family, consider the effect on housing needs when: A. A grandmother joins the family. B. Wage earner takes a job across town. C. Addition of baby or child. 4. Take a field trip to at least one of the following or have radioscopics of: A. Mobile home. B. One unit home (efficiency apt.). C. Low-cost housing development. D. Row house. E. Duplex.

Behavioral Objectives	Generalizations	Learning Experiences
		5. Discuss the above types of housing in terms of family needs. 6. Students plan projects to improve their own homes; e.g., rearranging a room, making decorative pillows or curtains.
Subconcept: Home Maintenance		
Student identifies the advantages of caring for and maintaining material goods.	SAFETY IS INCREASED FOR THE PERSON, THE HOUSE AND ITS FURNISHINGS WHEN SIMPLE REPAIRS ARE MADE PERIODICALLY. Periodic maintenance contributes to financial savings.	1. Conduct a laboratory lesson, "What To Do Until the Repairman Comes." Demonstrate such simple home repairs as changing fuses, changing washers and screws, driving nails, unstopping sink and toilet. Students help with demonstrations and then practice each of these simple repairs. The shop teacher, advanced student, or other resource person adept at home repairs could be utilized for the demonstrations. 2. Students survey repairs that they can make for their living areas.
Student demonstrates his ability to perform simple home repairs.		3. Pick a safety repair from list. Estimate your cost in time and money. (Talent and skill are assumed to produce adequate results.) Arrange for a professional estimate. Then make the repair.

Behavioral Objectives	Generalizations	Learning Experiences
		4. Interview a landlord or real estate agent about contracts and maintenance responsibility. Clarify binding qualities of written and verbal agreements. 5. Survey a housing area and list items for which the landlord is responsible. 6. Discuss with a lawyer or legal aide which of these can be demanded and gotten as well as how we go about it.
Subconcept: Storage		
Student identifies basic principles of storage as a means of taking care of personal property.	THROUGH PROPER STORAGE INDIVIDUALS CAN CARE FOR PERSONAL AND HOUSEHOLD GOODS. Proper storage of articles and equipment helps insure maximum home safety and comfort of individuals.	1. Define storage. Ask, "How might storage make a home safer?" 2. Collect and show pictures and/or examples of all kinds of storage: clothes, closets, curtained corners, cabinets, open shelves, boxes, etc. 3. Consider storage as a means of caring for and conserving possessions: A. Student shares ways that correct storage is a means of saving or preserving property. B. Class members share experiences of how they have had property destroyed by not storing properly.

Behavioral Objectives	Generalizations	Learning Experiences
	Proper storage helps save time and energy.	4. Discuss storage principles; e.g., big things behind little things, storage near point of most use. Suggested references: Better Homes and Gardens, Family Circle and Woman's Day articles. 5. Demonstrate improved storage for clothing, kitchen utensils, food, school supplies, etc. 6. Brainstorm ideas for storage using things found at home; e.g., coffee cans, shoe boxes, egg cartons, plastic bags. 7. Students make storage projects from ideas given; e.g., shelves from old dining table leaves and bricks, closet from box refrigerator was packed in, step shelves from cardboard box. Suggested references: "Stages to Storage," **139 "Make Low Cost Storage for Your Clothes, " **140 and "Build Closets for Your Clothes." **141
Subconcept: Sanitation and Safety in the Home		
Student identifies basic sanitation characteristics and uses sanitation procedures.	HEALTH IS SAFEGUARDED THROUGH THE USE OF GOOD SANITARY PROCEDURES.	1. Identify basic sanitation characteristics such as cleanliness and orderliness.

Behavioral Objectives	Generalizations	Learning Experiences
		2. Class make suggestions as to what can be done to safeguard family health through sanitary procedures. A. Disposal of rubbish and garbage daily. B. Cleaning up spilled foods. C. Using covered metal garbage containers. D. Plugging openings that pests might use to enter. E. Spraying entryways with insecticides. F. Using screens over windows and doors. G. Spraying damp outside areas that might be breeding spots for flies and mosquitoes.
	A home is more sanitary and safe when clean.	3. View filmstrip, "The Road to Responsibility." Discuss cleaning steps necessary for a clean and sanitary home. **142
		4. Students list the kinds of cleaning jobs necessary in their homes. Also list the equipment and cleaning supplies needed.

Behavioral Objectives	Generalizations	Learning Experiences
		5. Considering student listings as to tasks and equipment and supplies needed, demonstrate cleaning tasks such as cleaning a bathroom, range, refrigerator, floors, windows, furniture, and changing beds.
Student identifies preventive measures and cures for household pests.	Household pests can be controlled and prevented by correct preventive measures and sanitary practices.	6. Use transparency, "Be a Pest to Pests." *78 Demonstrate some common precautions and controls for household pests such as roach paper in shelves, mouse traps, rat and mouse poisons, insecticides for flies, ants, spiders, and mosquitoes, sprays for bed bugs and moths. Share pamphlets on Pest Control with students. **143 Students try at least one of the suggestions in their homes, if needed.
Student identifies and uses basic safety procedures in the home.	Safety in the home benefits family welfare.	7. Review "Safety Rating Scale," **48 safety cartoons showing hazards, *53 and similar previous learnings. Relate to the home, stressing the special importance of safety procedures and training when the working homemaker leaves at home unattended older children, aged relatives, and invalids.

Behavioral Objectives	Generalizations	Learning Experiences
		8. Practical exam: Teacher set up unsafe kitchen or home conditions in the home economics department; e.g., spilled water on the floor, pan handles turned toward outside of range. Students list each unsafe practice they see. 9. Have guest speaker from the Red Cross discuss safety in the home, or invite the janitor, an electrician, a fireman, or safety and sanitation inspector to speak.
Subconcept: Care of Clothing		
Student demonstrates the ability to perform minor clothing repairs and use correct laundry procedures.	PERIODIC REPAIRS AND CORRECT LAUNDRY PROCEDURES CONTRIBUTE TO FINANCIAL SAVINGS BY INCREASING THE LIFE OF CLOTHING.	1. Have "Holding Things Together" lab. Each student bring a garment which is in need of minor repair. Demonstrate and let student practice such repairs as sewing on buttons and fasteners, ironing on patches, repairing rips in trousers, using hemming tape. 2. Teacher or local utility company representative give demonstration on proper laundering of clothing. 3. Demonstrate and practice spot removal considering fiber content and fabric finish.

Behavioral Objectives	Generalizations	Learning Experiences
		4. Teacher demonstrate hand laundering of sweaters, knit shirts, and delicate fabrics. Show items which have been improperly laundered to class. 5. Practical lab: Have students check garment labels for fiber content and describe how it should be laundered. Launder the garment. 6. Have a field trip to a commercial laundry or laundromat to observe coin-operated machine and dry cleaning equipment. 7. As a summary, show one of the following filmstrips in order to illustrate correct care of clothing: "Our Modern Wash Day" or "Focus On the Family Wash." **144 **145

References and Resources: Management as a Working Homemaker

Student References:

1. *Be informed leaflets*, Series 1-10 on Credit. New Readers Press, Division of Laubach Literacy, 1112 1/2 E. Fayette St., Syracuse, N.Y. 13210. (**127)
2. Canned Salmon Institute. *Quick and easy ways with salmon*. CSI, 3100 South 176th St., Seattle, Wash. 98188. (free)
3. Cooperative Extension Service. *Can wives afford to work?* Home Economics Leaflet 11, New York State College of Human Ecology, Cornell University, 1966. (10¢) (See **4 for address.) (**125)

4. Cooperative Extension Service. Make low cost storage for your clothes. HE504, AES Bldg., Purdue University, Lafayette, Ind. 47907. (20¢) (**140)

5. Cooperative Extension Service. Meat. Bulletin 430, 1969. (30¢) Extension Office of Information and Educational Aids, Ohio State University, 2120 Fyffe Rd., Columbus, Ohio 43210 (**137)

6. Edds, L. Stages to storage. M 19-11, 4-H Project Guide, New York State College of Human Ecology, Ithaca, N.Y. 14850 (**139)

7. Food shopping sense. Morton Salt, A Division of Morton International, Chicago, Ill.

8. Fresh meat study guide. Armour & Co., Chicago 9, Ill. (**136)

9. Hamburger umpteen different ways--for 10 good reasons. Hunt-Wesson Kitchens, Box 3331, Fullerton, Calif. 92634. (free)

10. How to cook beef to brag about and Meat handi-book. Swift & Co. (See **130 for address.) (free) (**134) and (**135)

11. Kitchen fun with Libby's canned meats. Libby, McNeill & Libby, Chicago 60604.

12. Local Health Department. Pamphlets on pest control. The fly; Control of bedbugs; Control of cockroaches; Rat and mouse control. (**143)

13. National Canners Association. Home Economics-Consumer Services, 1133 Twentieth St. N.W. Washington, D.C. 20036 (free) Know your canned foods and It's on the label. (**133)

14. New York State Department of Health. What's your home safety score? 1966; Prevent child poisonings, 1964. 84 Holland Ave., Albany 12208.

15. Speakman, G. & Thornton, N. Build closets for your clothes. Circular HE-89, Cooperative Extension Service, Auburn University, Auburn, Ala., 1967. (**141)

16. Spray, M. When you buy. Bulletin 415, Cooperative Extension Service, Ohio State University, 1967. (20¢) (See **137 for address.) (**129)

Teacher References:

1. Cooperative Extension Service. Ohio State University. A clean wash depends on you, 1965. (15¢) Consumer credit, Bulletin 381, 1966. (15¢) Home laundering today's fabrics, Bulletin 431, 1968. (20¢) Manage your way to quicker meals, Bulletin 429. (10¢) Managing your money, Bulletin 451, 1967. (20¢) Understanding life insurance for the family, Bulletin 496, 1968. (15¢) When you use credit, Bulletin 497, 1968. (15¢) (See **137 for address.)

2. Cooperative Extension Service. Purdue University. Easy ways; Home laundry; Why spend all that money? (20¢ each) (**140 for address.)

3. Cooperative Extension Service. University of Minnesota, St. Paul, Minn. 55101. Home storage, HS7; Rid your home of rubbish, HS2.

4. Curriculum Package for teaching management. Department of Community Service Education, New York State College of Human Ecology, Cornell University, Ithaca, N.Y. 14850, 1968. Transparencies: Employment of the homemaker has costs to the family, Start with a 24-hour day, Time spent in homekeeping by all family members, Household work time in 4 families of different sizes with children of different ages, Budgeting. Teacher Discussion Guides: Costs of employment, Budgeting, Credit--what is it and how do we use it? Paying your bills. (**124)

5. Household Finance Co., Money management library. HFC, Prudential Plaza, Chicago.

6. National Consumers Finance Association. Consumer credit and you. Education Service Division, NCFA, 1000 Sixteenth St., N.W., Washington, D.C.

7. USDA, Yearbook. Consumers all.

Visual Aids:

1. Filmstrip. A new look at budgeting. Money Management Institute, Household Finance Corp., Prudential Plaza, Chicago 60601. (**126)
2. Filmstrip. Can opener easy meals. Swift & Co., 1919 Swift Drive, Oakbrook, Ill. 60521. (free) (**130)
3. Filmstrip. New hostess at home. Pan American Coffee Bureau, 120 Wall Street, New York 10005. (**138)
4. Filmstrip. The road to responsibility. Proctor and Gamble Film Library, Box 322, Cincinnati, Ohio. (free) (**142)
5. Filmstrip and booklet. The in way to meal making. Home Economics Department, Campbell Soup Co., Camden, N.J. 08101. (free) (**131)
6. Filmstrips. Our modern wash day and Focus on family wash. Educational Department, Proctor and Gamble Film Library, Box 322, Cincinnati, Ohio. (**144) and (**145)
7. Filmstrips. The Consumer Series: Our role as consumers, Consumers in the market place, and Consumers in action. Institute of Life Insurance, Educational Division, 277 Park Ave., New York 10017. ($10.00) (**128)
8. National Presto Industries, Eau Claire, Wisconsin, will supply pressure cooker, wall charts, filmstrip for use free for each school. (**132)

APPENDIX A

GUIDELINES FOR WORKING WITH THE CULTURALLY DISADVANTAGED

Build on strengths:

1. An intense loyalty to friends and family.
2. A sense of humor.
3. Oriented to present.
4. Can deal with concrete experiences.
5. Can communicate (in own language).
6. Can learn (physical style).

Be honest and responsible in order to establish trust; don't ask questions that you wouldn't want to answer about yourself.

Learn their language and help them learn how to talk in the "mainstream" of society.

Help the student see what he is and accept him for what he is. Build on his strengths, showing him how to survive in the mainstream without comparing him to the middle socioeconomic individual.

Plan to present simple-to-complex idea sequences. Work through peer authority for class room control.

Use encouragement, honesty, trust and respect liberally to generate warmth between students and teachers.

Use a positive approach in teaching these students and use illustrations appropriate to their backgrounds.

Plan learning experiences and approaches with students in relation to the background home environment practices and values of the students and their families.

Plan learning experiences which are attainable with reasonable effort.

Provide opportunity for the students to experience a fair measure of success, both immediately and continually throughout the year.

Use learning experiences which are aimed toward

1. a motor or visual approach.
2. a content-centered curriculum.
3. material incentives.
4. a problem-centered approach.
5. inductive reasoning.
6. a slow, careful, patient and persevering pace.

Remember these students' values are different from yours. Permit them to keep their values and way of life.

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FEDERAL LEGAL REQUIREMENTS FOR STUDENT EMPLOYMENT

AGE STANDARDS

16--basic minimum age for employment in OTHER THAN HAZARDOUS OCCUPATIONS as specified by the Secretary of Labor.

14-15--employment is limited to certain occupations under conditions which do not interfere with their schooling, health, or well-being.*

STUDENTS MAY NOT BE EMPLOYED:

During school hours,** between 7 p.m. and 7 a.m., more than 3 hours a day on school days.

More than 18 hours a week in school weeks. More than 8 hours a day on nonschool days.

More than 40 hours a week in nonschool weeks.

AGE CERTIFICATES

An employer can protect himself from violation of the minimum age provisions by obtaining and keeping on file an AGE OF EMPLOYMENT CERTIFICATE for each minor employed, showing the minor to be of the age established for the occupation in which he is employed. Employers should obtain such a certificate and have it on file before the minor starts work. These certificates (1) protect minors from harmful employment as defined by child labor provisions, and (2) protect employers from unintentional violation of the minimum age provisions by furnishing them with reliable proof of age. These may be obtained through the nearest office of Wage and Hour Division.

IN ADDITION TO THESE REQUIREMENTS, EACH STATE HAS LAWS WHICH APPLY. SOME LOCAL CITIES HAVE ORDINANCES WHICH APPLY. IN EVERY CASE, WHERE THERE IS A DIFFERENCE, THE HIGHER STANDARD APPLIES.

LAWS WHICH COULD BE CONSULTED ON THE STATE LEVEL ARE:

1. Child Labor Provisions.
2. Minimum Wage Provisions.
3. Female Labor Provisions.

SOURCES OF INFORMATION ARE:

1. Your local principal and/or guidance officer.
2. Local Labor Offices.
3. State Departments of Labor.
4. Food Sanitation Offices, Local, State, and Federal levels.

* There are certain exceptions; consult local Labor Department.

** Students can be released from class upon completion of appropriate state forms that administrator or counselor has.

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DIRECTIONS AND STEPS FOR SELECTING AND USING AN ADVISORY COMMITTEE FOR JOB TRAINING

Definition and Purpose

A school advisory committee is a group of people, other than school personnel, who serve in an advisory capacity and provide a link for coordinating school and community activities which will improve the educational program.

Selection of Committee Members

1. Contact a member of the local or state Restaurant Association for suggested names of people who could serve on the committee.
2. Usually a committee is made up of 5-8 people (the teacher and administrators). Suggestions of representative areas:
    1. Restaurant owner (non-union).
    2. Restaurant owner (Union).
    3. Employment agency representative.
    4. Hospital food service representative.
    5. Hotel-Restaurant Manager.
3. Before notifying committee members of their selection the list of prospective names should be approved by your administrator.

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Procedure

1. Write a letter, which has been approved by your administrator, to each prospective member stating the purpose of the program, need and purpose for the committee, how often meetings are to be held, length of term of service and a positive quality for which he was chosen. Ask if you can call or visit to discuss the committee service further.
2. Set a convenient time and date for the first meeting. (See sample letter.) Meetings should be in a centrally located, easily accessible and business-like place. The date and time of the meeting should be a convenient one when all members may be present.
3. One meeting a month is usually sufficient. If there is no business which needs to be brought before the committee, a meeting should not be held.

First Meeting

1. Elect a chairman. The teacher or administrator should not serve as chairman.
2. Be sure that all understand the purpose of the advisory committee and how each member can be of help.
3. Explain your program and its relationship to the committee.
4. Set up future dates for committee meetings.
5. Obtain suggestions for work stations appropriate for your students.

Following Advisory Committee Meeting

1. Visit identified establishments with work stations.
2. Note:
   a. Its type of clientele.
   b. The efficiency with which it is run.
   c. How the employer regards his employees.
   d. If alcoholic beverages are served.
3. Identify establishments you'd like to use and get ready to make contact with that employer.
4. Make an appointment to explain your program.
5. Complete a training memorandum with the business.
6. Take students to meet their employers.

During the Training Program

1. Visit your students on the job regularly but don't interfere with their work. Just observe.

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SUGGESTED FORMAT FOR LETTER TO CONFIRM ACCEPTANCE OF APPOINTMENT TO ADVISORY COMMITTEE

Letterhead

Mr. John Doe
Flame Restaurant
140 Main Street
Jonesboro, Ohio

Dear Mr. Doe:

This letter is in follow up of our recent conversation about our home economics program. I am pleased that you have agreed to serve on the advisory committee for the food service class in the Jonesboro High School. Although we have several purposes in this class, an important one is to prepare the students for entry-level positions in the food service industry.

The advisory committee is an important facet of this occupational preparation program. The members may be asked to suggest learnings needed, possible work stations, places of employment, possible problems to avoid, and to offer advice for a successful program.

Would it be convenient for you to attend a first meeting which is planned for January 15 at 3 o'clock in the home economics office of the Jonesboro High School? If this meeting time is not convenient, or if you have questions which I can answer, please call me and leave a message with the secretary at CR6-3969.

I am looking forward to working with you.

Yours very truly,

(Mrs. Marjorie Stewart)
Home Economics Teacher

Jack Sprat
Principal

Purdue University Workshop, 1968

Date ____________________

TRAINING MEMORANDUM

The ________________________ will employ ______________________________
(Establishment) (Student)

as a worker in food service. The work will consist of ________________

________________________ for _______ hours per day at _________________
(Kind of work) (Amount)

per hour. Work will begin on the __________ day of ___________________
(Month)

during the ________________________ semester.
(1st or 2nd)

The teacher will prepare the student for employment, be responsible for such supervision as is necessary, and is to be contacted when problems arise.

Approve:

____
(High School Principal)

____
(Parents or Guardian)

Agree:

____
(Employer)

____
(Student-Learner)

____
(Teacher)

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SUGGESTED FORMAT:

PARENTAL PERMISSION SLIP

Date ________________

My son/daughter ____________________________ has my permission to enroll in the course "Occupational Home Economics," for the 1969-1970 school year. I understand that on-the-job training (with pay) in a food industry (such as a restaurant, cafeteria or hospital kitchen) is a part of the course and I would not object to my son/daughter working after school or on week-ends if this is necessary to receive the training.

____
(Parent or Guardian)

If you have any questions concerning the program, please call
__________________________ at _______________ High School, 632-6305.

INTRODUCTION TO PROSPECTIVE EMPLOYER: TWO EXAMPLES

______________________________ Date ________________
(Name of employer)

______________________________ Telephone ____________
Employer's address)

This will introduce ______________________________

of ______________ High School who is applying for a position of

____

We appreciate your use of our placement service and hope that you will call us again. Please check the results of this referral and mail.

Very truly yours,

____
Placement Office WK4-7421

Results of Interview: Employed: Yes ________ Date __________

No ______ Reason (Answer optional) ____________________

Signed ____

- -

______________________________ Date ________________
(School)

____
(Address)

TO:

We recommend and we would like to have you meet ________________,
one of our cooperative work-study students in the food service program.
This student is ____ years old and can be released from school for
cooperative employment at _____ A.M.,P.M.

Sincerely,

____

SAMPLE FLYER

DESCRIBING PROGRAM

(fold line)

EDUCATION

FOR

EMPLOYMENT

Food Service

Occupations

PLEASE NOTE:

The information in this brochure, as well as other personal data about the students, is to be kept confidential by the employer, his designated supervisors, and school personnel. Please be certain that it is not accessible to the students or any other person not identified above.

(fold line)

THE EMPLOYER'S PART

The employer will hire a student or students for a given number of hours per week at a given salary as agreed upon by the teacher and the employer, within the legal limit provided by the State of _________ and as set forth in the Training Memorandum.

The employer will then provide and supervise on-the-job experience for the student that will increase his employability skills. If problems with the student arise, the employer is to contact the teacher. The employer will evaluate the student employee's work on a form provided by the school.

FOR FURTHER INFORMATION PLEASE CONTACT:

In this city a course is being taught to students who are 16 years of age or above and who are still in high school.

One facet of the course is to prepare the student for entry-level positions in the food service industry.

The program will combine in-class training with on-the-job work experience in an effort to prepare these students for responsible adult living.

Our school is pleased to announce this new program in the area of food service and related occupations. We would like to invite you to become a part of what we feel is a most valuable opportunity for our students.

THE SCHOOL'S PART

The school will start preparing the students for various occupations related to Food Service. This will include both social and occupational skills such as: personal grooming and conduct, safety and sanitation practices, attitudes and responsibilities toward work, food preparation, and food service.

The teacher will arrange with the employer to visit the students while they are working. Together the employer and the teacher will give the student help as needed. The teacher will provide continuous classroom instruction at school to reinforce the learning the student gains on the job.

All the resources of the school will be used to help these students succeed. Any problems will be referred to the teacher.

CERTIFICATE OF AWARD

This is to certify that

____

is entitled to this Special Award for

____

Awarded at ______________________

______________ ______________

Date Teacher

APPENDIX B

Case Study #1: Janice

Janice is a student in a home economics class. One day after school she went with her teacher, Miss Brown, to the store to buy groceries so the class could make cookies the next day. Janice was helping put the groceries in the refrigerator while Miss Brown went out to the car to get the rest of the food. The refrigerator door started to swing shut and knocked an egg carton out of Janice's hand. When she looked inside the carton, she saw that all of the eggs but two were broken.

Here are three different things Janice could do:

A. Put the egg carton in the refrigerator and pretend she doesn't know the eggs are broken.	B. Tell Miss Brown the eggs must have been broken at the store or on the way back from the store.	C. Tell Miss Brown that she accidently dropped the carton and broke the eggs.

Pretend that you are Janice and write how you think you would feel if you did each of the behaviors (A, B, and C).

A.	B.	C.

Think of how each of these behaviors would affect the class. Write in the spaces below.

A.	B.	C.

If Janice chooses behavior A, the class could not make cookies the next day. Does she have any responsibility to the class, or to the teacher? Explain.

If Janice chooses either B or C, Miss Brown will have time to get more eggs, so the class can make cookies. Is there any reason why she should choose behavior C rather than B? Explain.

Have you ever been in a situation like this, where it was very easy to be dishonest? How did this make you feel?

CHECK SHEET FOR KEEPING AGREEMENTS *2

Directions: In the space titled "Agreements" write in the agreements made and number them. Place the number of each agreement in the space opposite "Agreement Number". In the column titled "Name" list the names of each class member. Place a check (✓) opposite the name when a particular agreement has been kept.

Agreements:

Agreement Number												
Name												

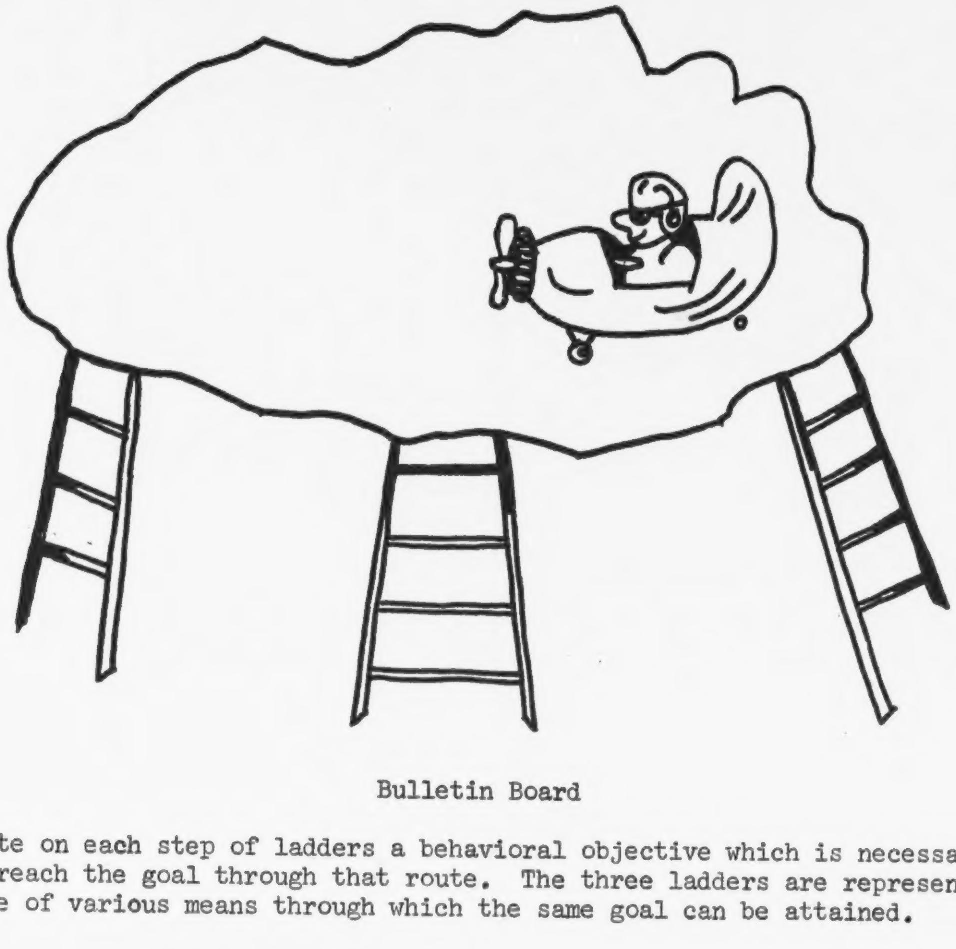
Name ____________________ *3

PERSONAL AGREEMENT DIARY

Date	Agreement	Kept Agreement		If no: Why did I not keep the agreement?	How can I keep this agreement tomorrow?
		Yes	No		

*4

CLIMB TO A PAYOFF



Bulletin Board

Write on each step of ladders a behavioral objective which is necessary to reach the goal through that route. The three ladders are representative of various means through which the same goal can be attained.

CASE STUDY #2: BOB

*5

Directions: Read the case study and answer completely the questions which are asked.

Bob is a junior in high school. He works after school and on Saturdays at a filling station which is located about two miles from his home and school. He has 15 minutes to get to work after school is out, if he is to be on time. Bob makes about $34.00 a week. He has been working for one month.

Bob wants a car and is considering some different ways that he could get a car. Take a look at these ways:

A. He could easily steal a car.
B. He could borrow a friend's car.
C. He could buy a car of his own.

---

1. Write in the spaces below how Bob could go about doing each of the three different ways of getting a car.

A.	B.	C.

2. Write in the spaces below what might be the results of each of the three different ways of getting a car.

A.	B.	C.

3. Write in the spaces below how Bob might feel about himself if he did each of the three different ways of getting a car.

A.	B.	C.

4. Which way do you think is the best way for Bob to get a car? Explain why you feel this is the best way. Look at your answers to questions 1, 2, and 3, to decide which way is best and why.

CASE STUDY #3: BRENDA

*6

Brenda is tardy to her first hour class two or three times each week. Her tardiness may be a few minutes or almost the whole period. When she comes to class tardy, she disturbs other students; but, when she gets to class on time, she goes to work and does well if she knows what to do and how to do it.

Brenda lives five blocks from school and walks to school. She likes the first hour subject and learns easily.

The school attendance rules require that any first hour tardiness be made up after school in the study hall. Her grade in this course is "F" because of her great loss of time when she is tardy.

DIRECTIONS: Study the story about Brenda and do the following:

1. List the strengths that Brenda shows in the story.	2. List the deficits that Brenda shows in the story.

3. List what Brenda is losing by this behavior.

4. List Brenda's responsibilities to her first hour class.

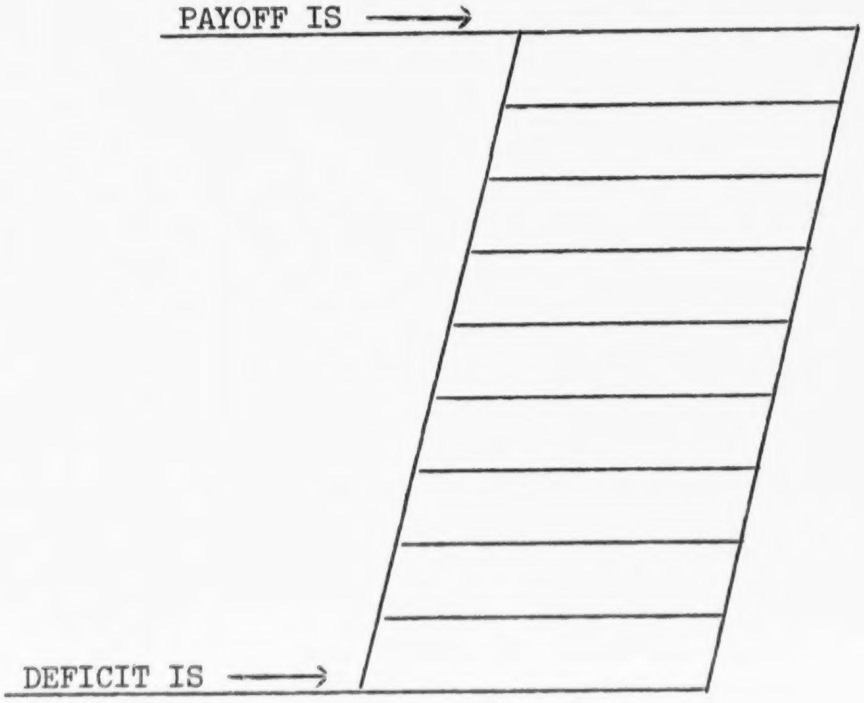
180

5. Write here the "payoffs" that you think there are for Brenda if she comes to class on time.

6. Write here any "payoffs" that you feel the class would get if Brenda got to class on time.

7. Would it help Brenda if you (her classmate) told her how you feel and that her behavior is hurting you and the class? What would you tell her?

8. Work as a group at your table and make a behavior ladder for one of Brenda's "payoffs." Use the steps listed below to make the ladder.



TO MAKE A BEHAVIOR LADDER:

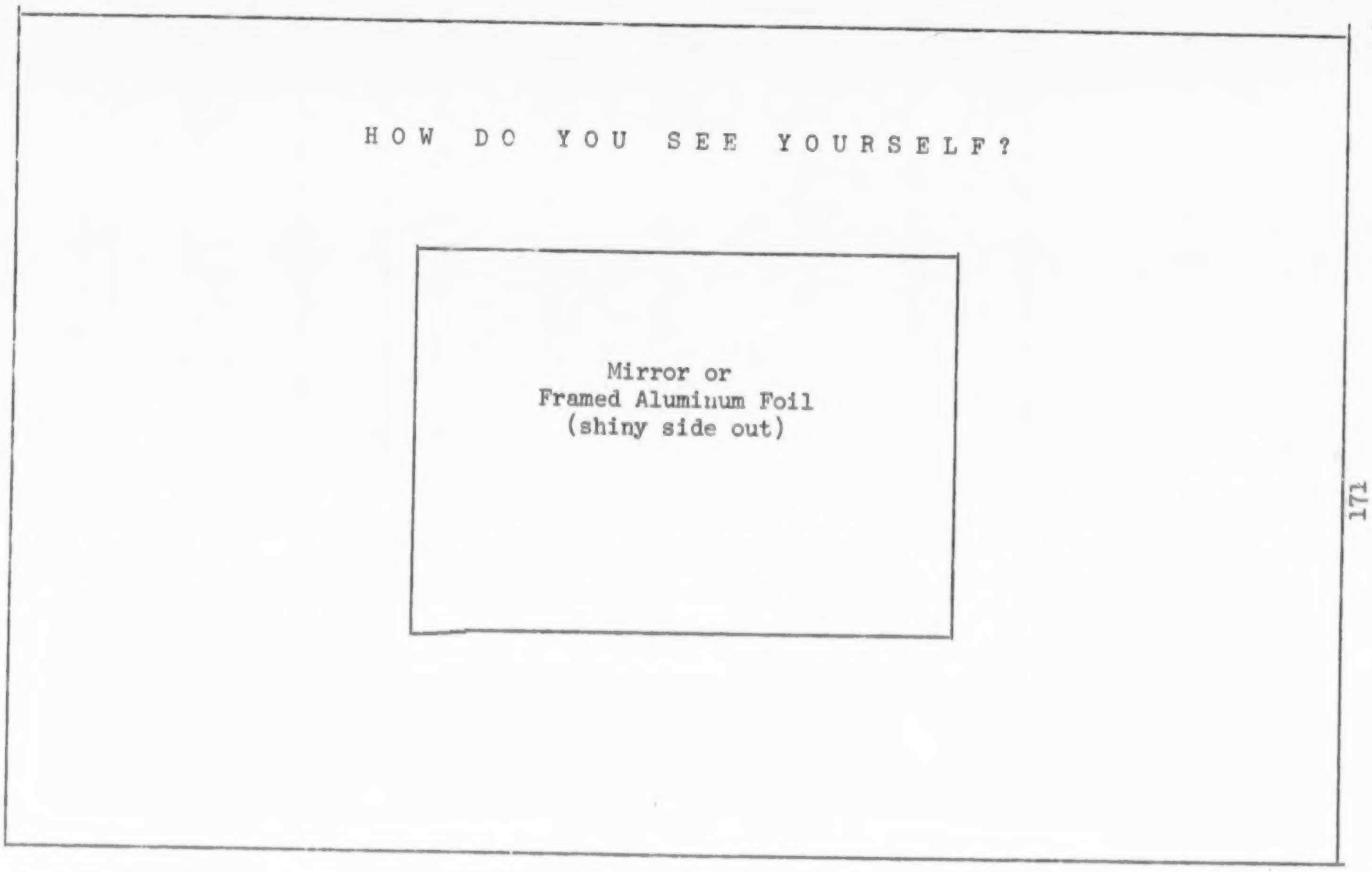
A. What is the payoff?

B. Where is Brenda now (her deficit)?

C. Perhaps Brenda will be helped by starting with an agreement with the class. Name one agreement that she could make and place it on the step of the ladder.

D. Now, list the other steps that she must take up the ladder to reach the payoff.

*7


HOW DO YOU SEE YOURSELF?
Mirror or
Framed Aluminum Foil
(shiny side out)

Bulletin Board

CASE STUDY #4: LARRY *8

Larry is a student in high school. He does fair to poor work in school. He has the ability to do much better work if he would apply himself.

Larry has many friends and enjoys spending his free time with them. His friends say they like him because he is so friendly and sincere.

Larry worries sometimes about his grades and his personal appearance.

PLEASE ANSWER THE FOLLOWING QUESTIONS:

1. What are Larry's deficits?

2. What are Larry's strengths?

3. What can Larry do in order to use his strengths to overcome his deficits?

4. What are your deficits?

5. What are your strengths?

6. How can you use your strengths to overcome your deficits?

CASE STUDY #5: BUD *9

Directions: Read this case study and answer the questions at the end.

Bud was the oldest child in his family. He had seven younger brothers and three younger sisters. With eleven children, Bud's mother was kept busy constantly. Bud regularly helped with the housework and also spent a good deal of his time helping his father in his auto garage.

Bud had difficulty learning. When he worked with his father, he had to be shown how to do something several times before he could do it completely right by himself. At school, he had the same problem. He rarely got discouraged and always kept trying. Thanks to his best friend, Mike, he managed to pass most of his subjects.

Bud and Mike spent their free time drawing and painting pictures. When it came to drawing, Bud was much better than Mike. Once Bud even won a neighborhood art contest. He would rather spend his time drawing than studying. He had to be pushed by his mother, his teachers, and Mike to concentrate on his school work.

QUESTIONS:

1. What are Bud's deficits?

2. What are Bud's strengths?

3. What is Bud's own unique characteristic?

4. How can he use this characteristic to his best advantage?

5. Is there any way this characteristic can help him in school?

6. Everyone has his own unique characteristics. What are yours?

7. How can you use these characteristics to _your_ _best_ advantage?

MINUTE DRAMA: CARMIN *10

Directions: Read the following minute dramas and answer the questions at the end.

MINUTE DRAMA I

Mrs. Posey: Carmin, you did very poorly on your test yesterday.

Carmin: So what!

MINUTE DRAMA II

Mrs. Posey: Carmin, you did very poorly on your test yesterday.

Carmin: I know. I didn't have time to study. I'll study for the one next week.

MINUTE DRAMA III

Mrs. Posey: Carmin, you did very poorly on your test yesterday.

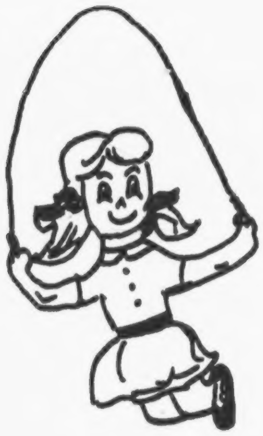
Carmin: Yes, I know. Would it be possible for me to come in after school to get some extra help?

1. In which minute drama did Carmin want to know her deficits and strengths in order to do better?
2. In which minute drama did Carmin rationalize her deficits?
3. Are there any other ways in which Carmin could react to the teacher's statement? What are they?

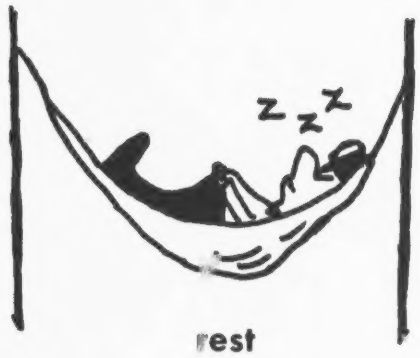
4. How do you react when you are confronted with your own deficits? How can you use your strengths and help yourself?

WHAT DO WE ALL NEED?

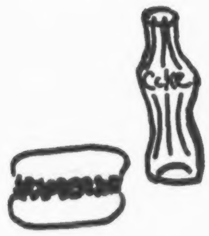
*11



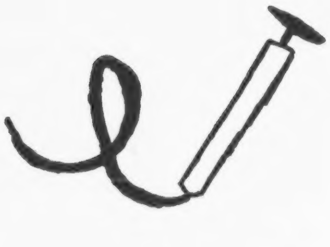
exercise



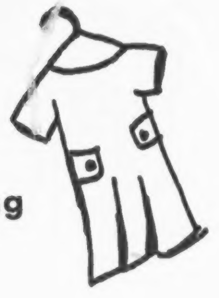
rest



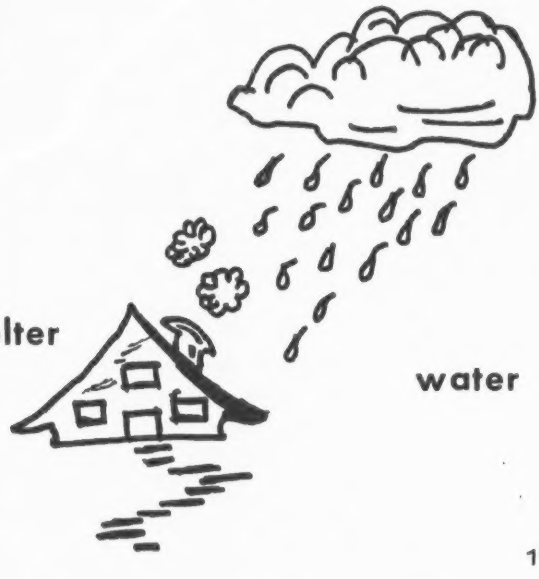
food



air



clothing



shelter

water

bulletin board

MEETING PHYSICAL NEEDS SURVEY

*12

DIRECTIONS: Observe five friends and relatives and fill in the correct spaces.

Person Number	ACTIVITY			PERSON'S APPEARANCE	PERSON'S FEELINGS	PERSON'S BEHAVIOR
	Little	Much	Type			
1.						
2.						
3.						
4.						
5.						

NARCOTICS IDENTIFICATION CHART *13

Prevention is the only reliable cure for narcotics addiction. Every parent should be responsible for watching for the telltale symptoms of drug use. Observe your children for any unusual changes from normal behavior. If you suspect that a child you know is using drugs, you can get information and guidance from your local Youth Officer. YOU NEED NOT GIVE YOUR NAME.

DRUG USED	PHYSICAL SYMPTOMS	LOOK FOR	DANGERS
Glue Sniffing	Violence, Drunk Appearance, Dreamy or blank expression	Tubes of glue, Glue smears, Large paper bags or handkerchiefs	Lung/Brain/Liver damage, Death through suffocation or choking, Anemia
Heroin (H.,Horse,Scat, Junk, Snow, Stuff, Harry, Joy Powder) Morphine (White Stuff, Miss Emma, M., Dreamer) Codeine (Schoolboy)	Stupor/Drowsiness, Needle marks on body, Watery eyes, Loss of appetite, Blood stain on shirt sleeve, Running nose	Needle or hypodermic syringe, Cotton, Tourniquet--string, Rope, Belt, Burnt bottle, Caps or spoons, Glassine envelopes	Death from overdose, Mental deterioration, Destruction of brain and liver
Cough Medicine Containing Codeine and Opium	Drunk appearance, Lack of coordination, Confusion, Excessive itching.	Empty bottles of cough medicine	Causes addiction
Marijuana (Pot, Grass, Locoweed, Mary Jane, Hashish, Tea, Gage, Reefers)	Sleepiness, Wandering mind, Enlarged eye pupils, Lack of Coordination, Craving for sweets, Increased appetite	Strong odor of burnt leaves, Small seeds in pocket lining, Cigarette paper, Discolored fingers	Inducement to take stronger narcotics, Recent medical finding--Marijuana does injure organs
LSD (Acid, Sugar, Big D, Cubes, Trips DMT (Businessman's High) STP	Severe hallucinations, Feelings of detachment, Incoherent speech, Cold hands & feet, Vomiting, Laughing & crying	Cube sugar with discoloration in center, Strong body odor, Small tube of liquid	Suicidal tendencies, Unpredictable behavior, Chronic exposure causes brain damage.

DRUG USED	PHYSICAL SYMPTOMS	LOOK FOR	DANGERS
Amphetamines (Bennies, Dexies, Co-Pilots, Wake-Ups, Lid Poppers, Hearts, Pep Pills, Speed)	Aggressive behavior, Giggling, Silliness, Rapid speech, Confused thinking, No appetite, Extreme fatigue, Dry mouth, Shakiness	Jar of pills of varying colors, Chain smoking	Death from overdose, Hallucinations
Barbiturates (Barbs, Blue Devils, Candy, Yellow Jackets, Phennjes, Peanuts, Blue Heavens, Goof Balls, Downs)	Drowsiness, Stupor, Dullness, Slurred speech, Drunk appearance, Vomiting	Pills of varying colors	Unconsciousness, Death from overdose

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7 SYMPTOMS
COMMON IN ALL
NARCOTICS USE

*14

1. Rapid disappearance of clothing and personal belongings from home.

2. Signs of unusual activity around hangouts and other buildings.

3. Loitering in hallways or in areas frequented by addicts.

4. Spending unusual amounts of time in locked bathrooms.

5. Inability to hold job or stay in school.

6. Rejection of old friends; taking up with strange companions.

7. Using jargon of addicts.

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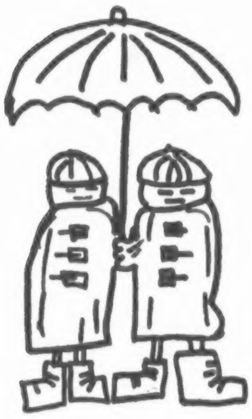
*15

LOVE IS:



*16

193

SELF-PERCEPTION

TEACHER'S GUIDE

A PROGRAM FOR SELF-INSTRUCTION

Topic: Self-perception

Teacher's Guide

Guide for Teachers

Concept: Self-perception

Objective: Comprehension of the importance of self-perception to the individual and his relationships with others.

Generalization: Each individual holds a concept of himself which is developed from his perception of himself and his estimate of how others perceive him.

(2)

Learning Experiences:

Bulletin board--title "It's The Way You Look At It,"
"It's All In The Way You See It," or
"Who's Who To Whom?"

Constructing the bulletin board: You need seven good pictures of (1) a boy (2) a girl (3) a group of people (student's peers) (4) a man and a woman (5) a policeman (6) a school (7) an employer. These pictures must be relative to the disadvantaged environment; they should not show middle class subjects. Write out or use pictures to describe the different ways various people see the student.

(3)

Learning experiences continued:

Place numbers on students' desks. Hand out cards to each student with numbers and directions on them. The student sitting at desk #1 will receive a card with his number on it and another number of another student; e.g., (You are #1) (Write about #7).

Have the students write down the type of person they think the other person is. On a separate sheet of paper have each student write down what kind of person he thinks that he is. Collect the papers and hand them to the students. Number 7 student will receive #7 papers. Students compare how another person sees them with how they see themselves.

Discuss with students the differences in perceiving people.

Questions:

What causes different people to see others differently?
Why do other people perceive you differently?
Define the word perceive.

Learning experiences continued:

Self-instruction materials may be used here.

Use pictures related to the specific topics and show to students. Students are asked to make up a story to fit each picture, telling what has led up to the event shown in the picture and describing what is happening at the moment--also telling how the characters feel and giving the outcome. Pictures must be good examples in order to get the desired pupil reaction.

Role-play different situations involving an individual's self-perception and the perception of other persons toward him.

Show film which supports the objective and generalization. Suggestions: "Improve Your Personality" or "Right or Wrong."

REFERENCES

Landis, J. & Landis, M. Building your life, Englewood Cliffs, N.J.: Prentice Hall, Inc., 1964.

Wallace, I. & McCullar, B. Building your home life, New York: J.B. Lippincott Company, 1966.

Techniques for effective teaching. Department of Home Economics, National Education Association, 1966.

Coronet Films: 65 E. South Water Street, Chicago, Ill., 60601:

"Improving your personality," 11 min. Collaborator: Clifford R. Adams, Ph.D., Professor of Psychology, Penn. State University.

A frank discussion of personality is encouraged. Students will learn to understand themselves better and see how they can improve their own personalities. How personalities can be developed and controlled is presented.

(6)

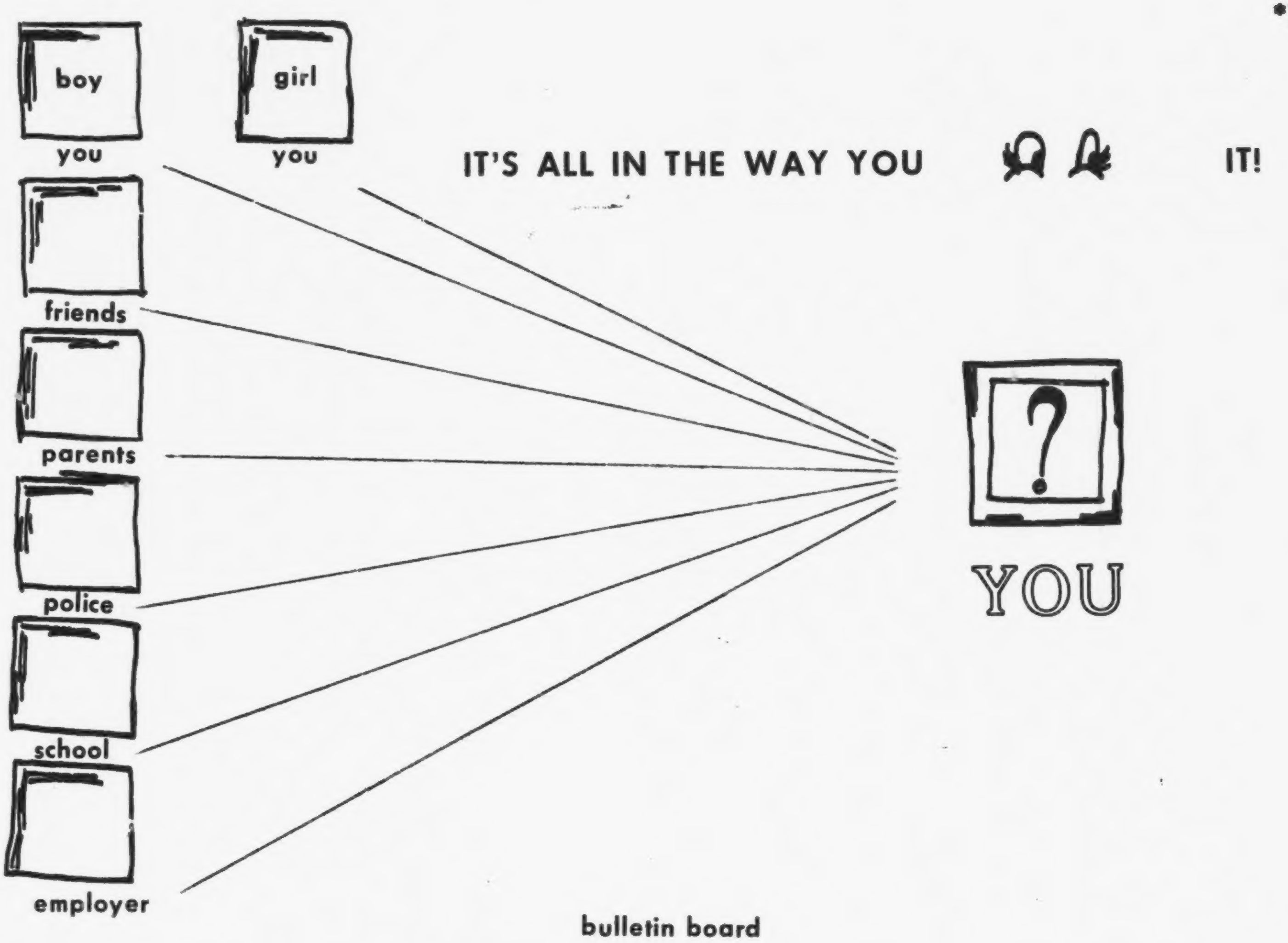
References continued

"Right or wrong," (making moral decisions) 11 min. Collaborator: J.T. Landis, Ph.D., Professor of Family Sociology, University of Calif.

A gang of high school boys breaks a warehouse window; one of them is caught. The moral decisions of the: watchman, the boy's mother, the property owner, the police sergeant, a social worker, and the boys are presented as problems to motivate thinking and discussion.

(7)

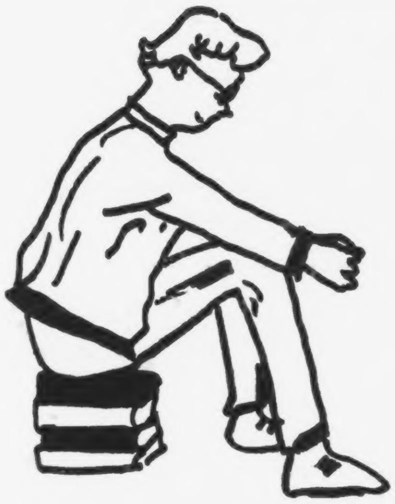
*17


boy
you
girl
you
IT'S ALL IN THE WAY YOU IT!
friends
parents
police
school
employer
?
YOU

bulletin board

*18

SELF-PERCEPTION



STUDENT BOOKLET

198

A PROGRAM FOR SELF-INSTRUCTION

Topic: Self-Perception

Student Booklet

DIRECTIONS FOR USING WORKBOOK

This workbook is to help you understand, and to know that you understand, what is really meant by self-perception. Using this workbook as a guide, along with the tape and the other materials provided for you in class, will help you understand yourself and others better.

On the tape will be more directions to tell you where and when to do the next step. The tape will also give you information which will help you in answering the questions in this book, so it is important that you listen carefully. If you do not understand or cannot remember a part of the tape, you may re-play it as often as you need to.

To answer the questions, use the answer sheet to write out your answer.

(2)

Directions continued:

Check these things before you begin--

1. Tape recorder is ready**
2. Tape is placed correctly on the recorder
3. You have a pencil
4. You have your answer sheet ready
5. You understand the directions and are ready

**Be sure you know how to use the tape recorder correctly.

When you finish the tape, turn the page and answer the questions in this book. The answers to the questions are on the last page.

(3)

QUESTIONS

1. The word "perception" means awareness. If you used the word self-perception, it would mean ______________ ____________________ or another way of saying it, is knowledge about yourself.

2. The reason it is important to have an awareness of yourself is so you will better understand yourself. The better you understand yourself, the better you will ____________ other people.

3. Every person has an idea of what he is or would like to be. This self-perception is not always realistic. A true self-perception must be __________________.

(4)

4. Each person you associate with sees you as a different person. How they see you depends on how you act when you are around them. If you act as a friend, others will see you as a ____________.

5. If someone disapproves of you, you might over-react by doing more of the things you are being criticized for. In other words, if you are rude to your employer and he disapproves, you might react by being even more ___________________.

6. Sometimes when you are trying to understand yourself you find that you are not very proud about parts of your personality. It is possible to change old habits if you really want to. To change old, negative habits you need to develop positive new _______________.

7. An important thing to remember is that you can be a better person if you really _____________ to.

(5)

ANSWERS TO QUESTIONS

1. self-awareness
2. understand
3. realistic
4. friend
5. rude
6. habits
7. want

(6)

TAPE MONOLOGUE *19

In school you are usually made to learn about famous people and what they have done for our country and the world; how to spell a word correctly; and that it is better to say "isn't" than "ain't". You are also taught that South America is South and North America is North, and that if you add 150 plus 150, your answer should be 300. But as you listen to this tape, you will be studying one of the most interesting subjects in the world--yourself.

I'll bet I know what you are thinking right now. I'll bet you're thinking that if there is anything you know about, it's about yourself. But stop and consider for a minute; do you *really* understand *you*? What kind of a person are you, really? Are you that same person *all* of the time? Why do you say and do the things you do? Do other people, like your friends, think that you are the same kind of person that you think you are?

Maybe you've never thought about it this way before, but if you understand yourself you will be better able to understand others and it will really make life a whole lot easier.

Where or how do you start to try to understand how *you* see *yourself*? Well, first you need to make a list of what you think you are. This is just an example: (1) good looking, (2) tough, (3) smart. If you will notice on your answer sheet you have 10 spaces for your list under the letter A. If you need more space turn your answer sheet over and write on the back.

Remember: when the bell rings, you stop the tape and write on your answer sheet.

This is what you are to do: Make a list of personal traits that you think *you* have.

BELL RINGS

You know, a wise old Greek man used to walk around the streets of Athens, Greece, saying, "Know thyself." Maybe you know who he was. His name was Socrates. For you, right now, maybe more important than his name is *what* he was really saying and what it *meant*. It was good advice when he said it and it is still good advice today. What he meant was what we have been talking about--"know yourself."

For a police report you could probably give a pretty accurate description of yourself--name, age, height, weight, color of eyes and hair; but that isn't all there is to you or all that you know about yourself. It's important to be honest with yourself if you are sincere in wanting to know yourself better.

Stop the tape now, and take a second thoughtful look at your list. If you want to change part of it, go ahead and do so.

BELL RINGS

You know that the FBI keeps finger prints on file and that no two fingerprints are exactly alike. It has lately been observed that even toeprints are individually different. Just like your fingerprints and toeprints, you are also unique and different from anyone else. There won't ever be anyone else like you, either. The kind of person you are today was caused by your environment or surroundings along with the traits you were born with. The kind of person you are today is not necessarily the kind of person you will be when you are older.

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If you want to go to the movies or if you are going to meet the gang at a certain spot, you have to start from where you are. No matter if it is 1 block or 10 blocks your starting point is always the same--from where you are. It is the same type of thing when you want to know what you are like. You have to start where you are and go from there.

Probably the hardest part is facing reality. You need to be realistic and honest with yourself. And if you can be, you are growing up and becoming a more mature person.

Of course, you aren't the only one who looks at you. Others see you too. Actually, other people see you much, much more of the time than you see yourself. How do you suppose you look to them?

You know you appear to be a different person to different people. Maybe that sounds confusing, but if you think about it, it really shouldn't be. For instance, your best friend sees you differently than your mother does. A lot of how others see you depends on what kind of a person you are when you are with them. Like when you are with your best friend you both probably enjoy doing pretty much the same things; you laugh together, talk seriously, make plans together and you probably don't argue or fight very often. If this is true, it's pretty safe to say your best friend sees you as a friend and a "good guy." Are you this way with your mother and would she say you were a friend and a "good guy"?

On your work sheet under the letter B are four spaces, each with a number by it. In these spaces put down four different kinds of people you know, like mother, friend, policeman, teacher, employer. There are spaces under each of these for you to write down what type of person you think the other person sees you as.

To help yourself do this, be sure to think about how you act to them.

Stop the tape now and do this part.

BELL RINGS

In ancient Rome they had a theater with actors who wore masks to show different roles they were playing. These masks were called "persona." Our word "personality" comes from this ancient word persona. Each person has many different sides to his personality and few people know you well enough to understand all of the different personality masks you may wear. Sometimes you are not aware of how others see you. Since other people see you from the outside and not how you feel inside, they judge you by what they see.

You respond or react to other people's judgement of you. There are two different ways you can react. If your best friend likes you and thinks well of you, you become more like the person he sees you as. If someone disapproves of you, like the principal, you may react by overdoing the very kind of behavior you are being criticized for. So actually you could say that you change in response to what you feel to be others' attitudes towards you. You could even say that you are a combination of what others think you are and what you yourself feel to be.

If you will look at your work sheet you should have two lists: one list on how you see yourself and one on how others see you. Under letter C on the work sheet are spaces for you to write down those things which are alike on the two lists. Under the letter D write down those things which are different on the two lists.

Stop the tape now and do this part.

BELL RINGS

Perhaps now as you look at your lists you may see some things about yourself that you don't particularly like about yourself or that you would like to change. If you really care, you can change. You will have to work hard on what you want to change and establish or develop a habit. Habits are like paths in the park. If you walk across the grass once where there is no path and look back you can hardly see where a blade of grass is trampled, but if you walked there every day you would soon have a path worn. Habits are like that.

Habits are also like cement. You know when it is new and wet how the workmen can spread it, smooth it, or children can write their initials in it. After the cement dries, it is there to stay unless you use dynamite to blast it apart. So it is with habits, when they are new. If you are trying something for the first time you can easily change if you don't like it. The longer you do it, the harder it is to change.

For the last part on your worksheet under the letter E there is space for you to write those things about yourself you would like to change and space for those things you would like to develop in yourself. When you have finished the work sheet it is yours to keep and look at now and then to check yourself on how well you are doing on those things you wanted to work on.

You may stop the tape now for the last time. Remember that if you really care enough you can do what you set out to do. Now go back to your workbook.

BELL RINGS

ANSWER SHEET

*20

A. (HOW YOU SEE YOURSELF)

1. ____________________	6. ____________________
2. ____________________	7. ____________________
3. ____________________	8. ____________________
4. ____________________	9. ____________________
5. ____________________	10. ____________________

B. (HOW OTHERS SEE YOU)

(1)	(2)	(3)	(4)

C. (ALIKE)		D. (DIFFERENT)	

E. (I WOULD LIKE TO CHANGE THESE THINGS ABOUT MYSELF.)

from this:	to this:

Role-Play Situations

*21

Situations:

1. Boy caught stealing items from a car by the owner of the car.

Situation 1

Boy--John, 17 years old, tall, good-looking--needs the stolen items to sell for money. Will use the money to help contribute at home.

Car owner--Mr. Bendino, married, has 2 children--works as a mechanic. Items in the car were gifts to his wife for their anniversary.

Questions on Role-playing

1. Why did John steal?
2. How else could John get money?
3. What was John's attitude?
4. How did John's attitude or the way he acted affect Mr. Bendino's attitude?
5. What do you think Mr. Bendino thinks of John?
6. Why does he feel this way?
7. Is this opinion a true picture of John? Why?

2. Boy and girl who are going together discussing where to go on a date.

Situation 2.

Boy--Louis, 18 years old, has a part-time job in a restaurant--wants to impress the girl.

Girl--Maria, 17 years old, works hard at home--thinks she is in love with Louis and would like to get married.

Questions on Role-playing

1. Who made the decision of where to go?
2. Why did this person make that decision?
3. Why did Louis act the way he did?
4. Do you think this was the kind of person Louis really was?
5. Why did Maria act the way she did?
6. Was Maria the type of person she seemed to be?
7. Do Louis and Maria understand each other?
8. Do you think they could be happy married to each other?

3. Parent to girl telling her she has to babysit when she has other plans.

Situation 3.

Mother--has a doctor's appointment and plans to go shopping for groceries on Saturday--needs to have someone look after her three small children.

Anne--16 years old, often helps her mother at home--has made plans to be with her friends to see a movie. This is the last day for the movie.

Questions for Situation 3

1. Were mother's or Anne's plans most important? Why?
2. What was the final decision?
3. Do you agree with this decision?
4. How did Anne feel toward her mother?
5. How did Anne's mother feel toward Anne?
6. Were these feelings correct and true?

MINUTE DRAMA: GENE *22

Directions: Read the Minute Dramas and answer the questions at the end.

MiNUTE DRAMA I

Scene: School Principal's Office

Mr Rice--Principal: Gene, you realize that this is not the first school rule that you have broken. What do you have to say for yourself?

Gene: Ah, nothin'. I'm sick and tired of school.

MINUTE DR[illegible]A II

Scene: Living room of Gene's home

Mrs. Lorenzo: Gene, the school called and asked me to come in to talk to them about your breaking school rules. Why can't you get along in school?

Gene: Mom, they just don't like me at school. Everybody's out to get me in trouble. I didn't do anything wrong.

MINUTE DRAMA III

Scene: Street corner in the neighborhood

Louie: Man, Gene! If you don't quit breaking the rules at school, you're gonna get kicked out.

Gene: I don't care if I get kicked out. School ain't doin' nothin' for me anyway. I'd rather be workin' and makin' some money.

QUESTIONS:

1. Why did Gene act differently to different people?

2. Discuss how Gene reacted in each situation?

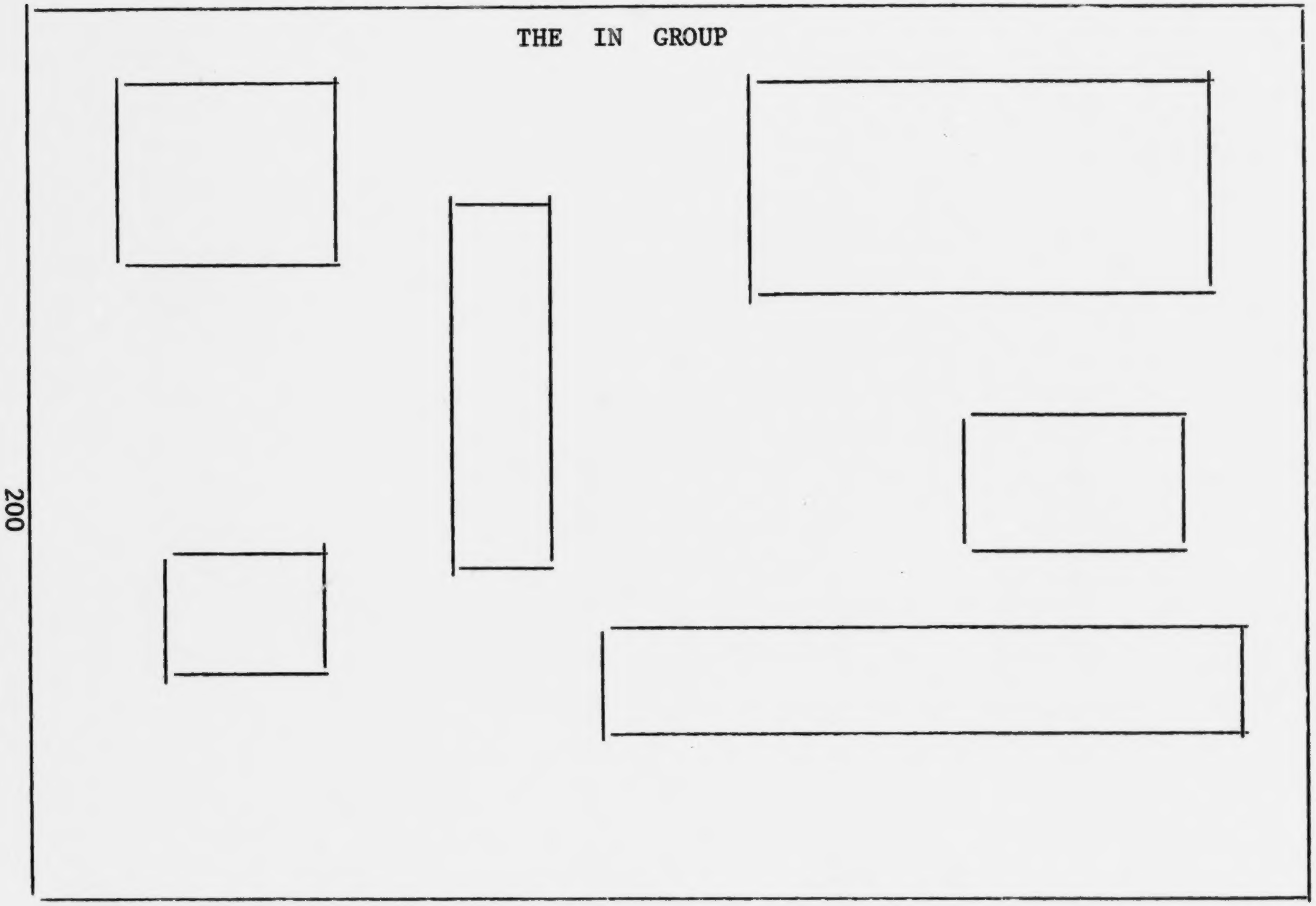
3. How do you think Gene really feels?

4. In what ways do you react when you are with different people?

210

5. Why do you react the way you do?

*23

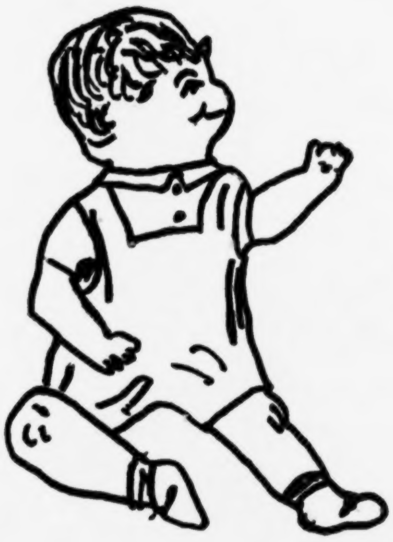

THE IN GROUP

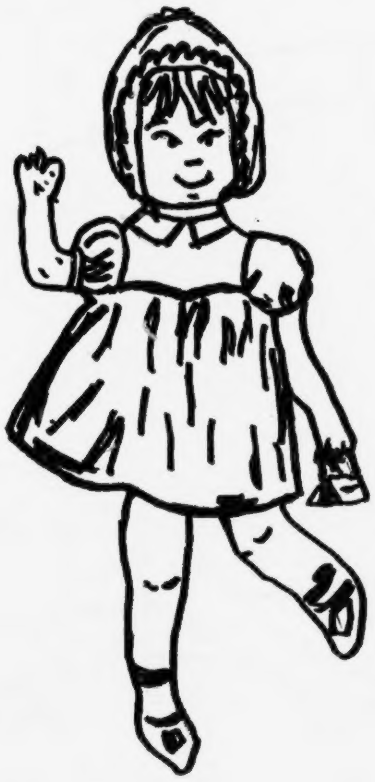
Bulletin Board: Mount pictures of famous people with whom the students identify.

ENVIRONMENT

*24

Directions: Draw pictures or write a description of the environments that surround each individual.





ENVIRONMENT

*24

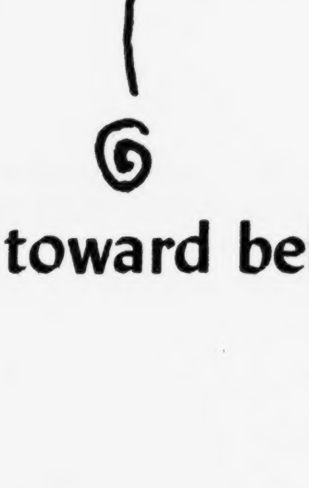
transparency ***25**

VALUES

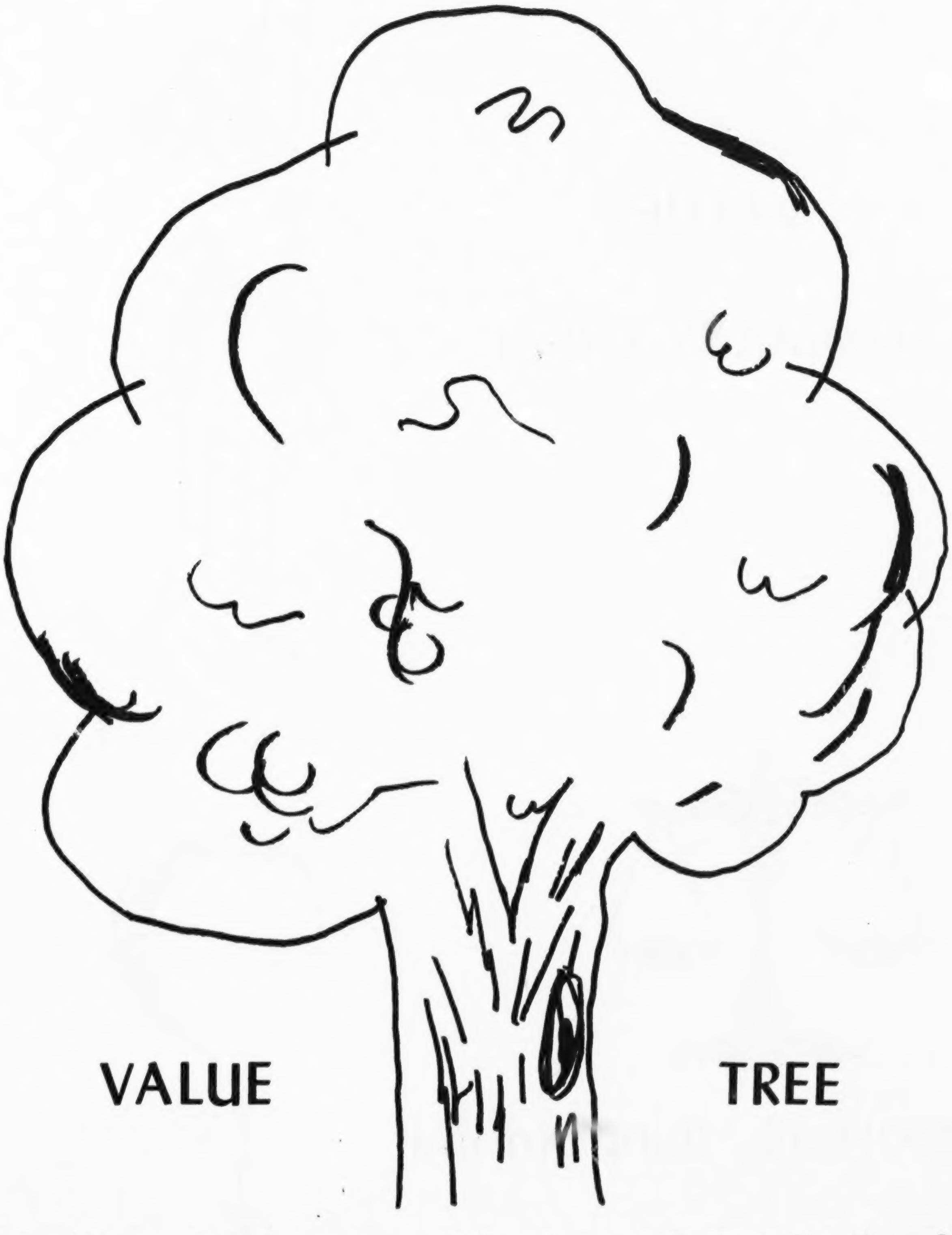
SUMMARY SHEET

personal standards

important things in life



attitudes toward behavior



Directions: Draw leaves as symbols of your values; write the values on the leaves and hang on this value tree. The values that are the most important to you should go on the top and the less important ones at the bottom.

DIRECTIONS FOR CONSTRUCTING A VALUES MOBILE

*27

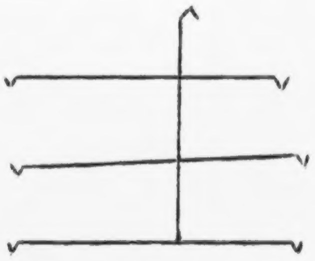
Materials Needed:

3 wire hangers or heavy wire
light weight wire (picture hanging kind)
construction paper (assorted colors)

To Construct:

Bend wire hangers to look like this:

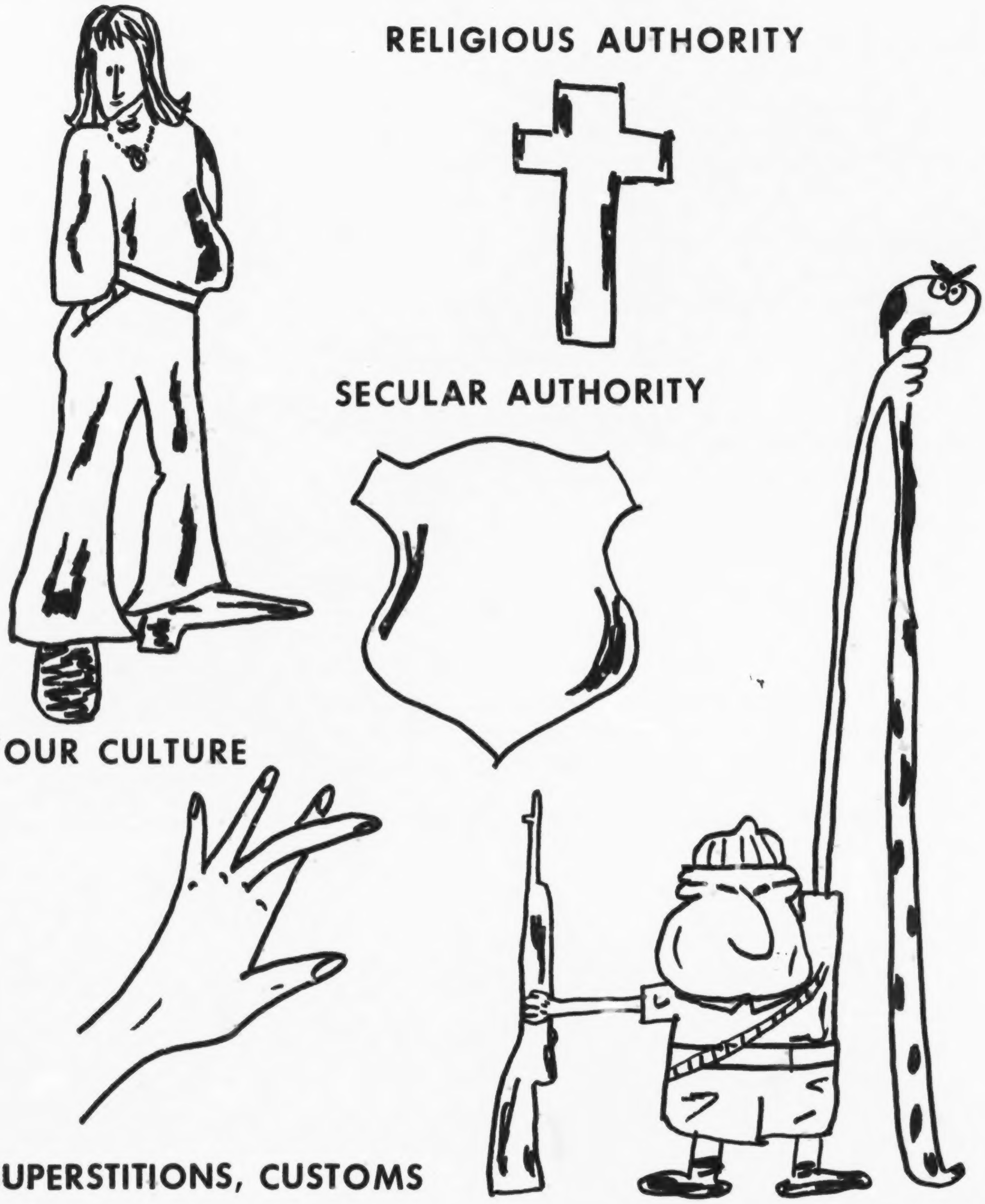
Connect the bent hangers to look like this:
Use wire to hang them together.



Cut out the value symbols. Using the light-weight wire hang the symbols on the ends of the bent hangers. Large symbols go at top--smaller ones at the bottom. Most important values are on the top.

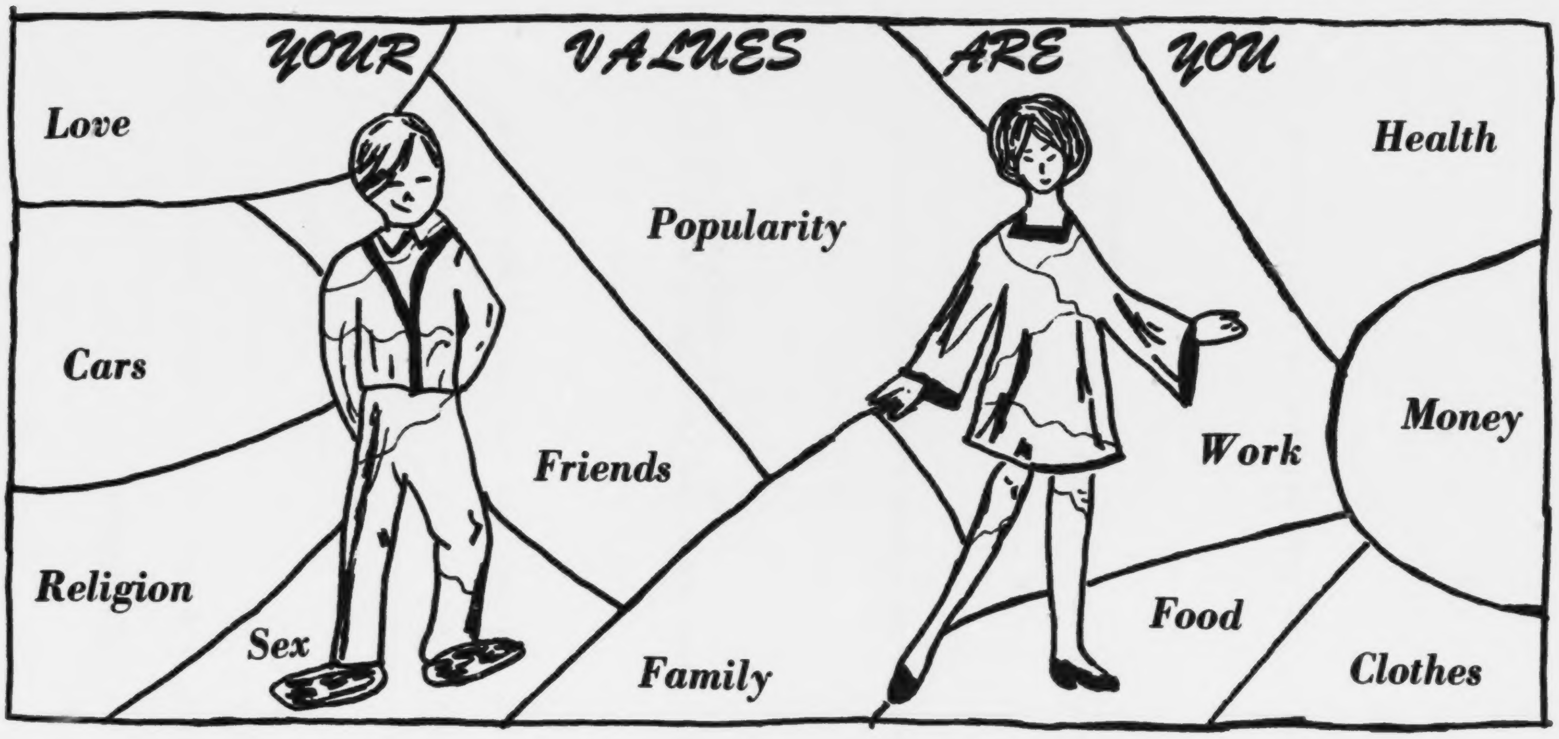
(May use other symbols. Students may want to do their own mobiles and symbols.)

HOW YOU GET YOUR VALUES *28


RELIGIOUS AUTHORITY
SECULAR AUTHORITY
YOUR CULTURE
SUPERSTITIONS, CUSTOMS
PERSONAL EXPERIENCES

transparency

*29


YOUR
VALUES
ARE
YOU
Love
Health
Popularity
Cars
Money
Work
Friends
Religion
Sex
Family
Food
Clothes

1. Cover the background of the bulletin board with sections of colored paper or paper which has been painted in appropriate sections. Use the letters "Your Values" as a title. Label the sections as students identify values. 2. Post stories written by students in the corresponding value section. All values may not be represented or additional sections may be added. Code or number the stories to remove identification by name--if indicated by the content or desired by the students. 3. Remove the stories if desired. Add the sections of the figures to the bulletin board. Refer to sketch for figure outline and placement. Add the letters "Are You" to the title. "Your Values Are You" illustrates the student's personal identification with values. 4. Explain how the sectioned figures illustrate value systems. Sections can be colored at this time, if desired.

Bulletin Board

SURVEY SHEET

*30

Would you please check (✓) the following items which describe you.

Male ____________

Female ____________

Age: 13-17 ________
18-25 ________
26-40 ________
Over 40 ________

Please write your opinion on the following questions:

1. What things in life are important to you?

2. If you had $1,000 that you could spend any way you wanted, what would you spend it on? Why?

3. What things do you think make a successful marriage?

4. If you could change 5 things in your community, what things would you change?

5. What qualities do you like most about your best friend?

COMPARISON OF VALUES

*31

AGE AND SEX

NAME______________________________

Directions: Using the information from the Survey Sheets, fill in the proper charts (male and female). Place a check (✓) in the proper age column. List the values that were expressed by each person. Answer the questions at the end.

MALE

AGE				VALUES
13-17	18-25	26-40	40+	

FEMALE

AGE				VALUES
13-17	18-25	26-40	40+	

Directions: Answer the following questions.

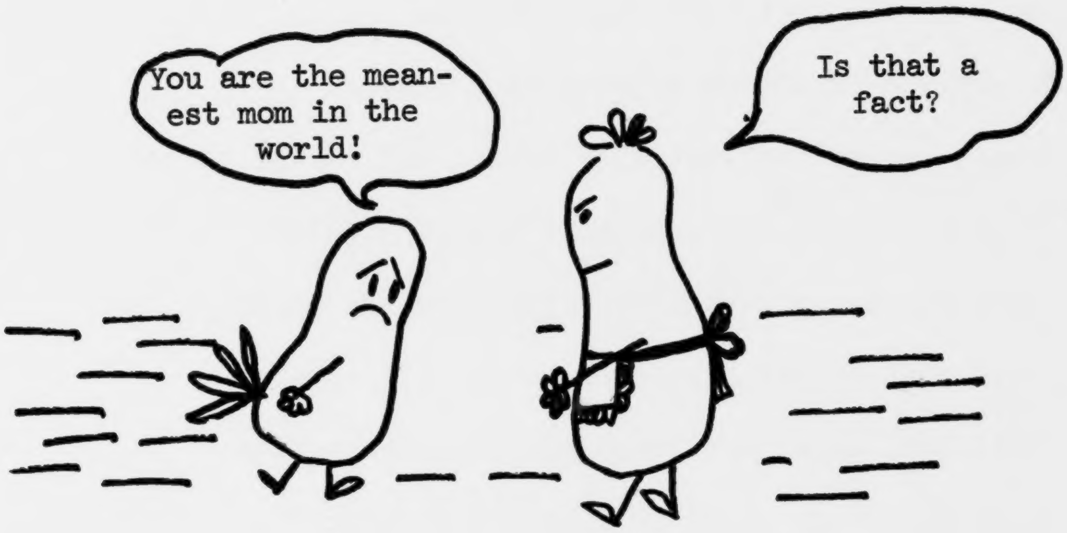
1. What are the similarities in values according to age?

2. What are the similarities in values according to sex?

3. What are the differences in values according to age?

4. What are the differences in values according to sex?

5. Do values change? Explain.


You are the meanest mom in the world!
Is that a fact?

IS IT A FACT OR A VALUE? *32

Name_____________

A value is a particular quality of an idea that a person esteems highly, and in life prefers this to other things as being worthwhile.

A fact is a true statement of things as they really are.

DIRECTIONS: Below are 23 statements. Can you pick out which statements are facts and which statements are expressions of values? In the space to the left of the statement place a (V) if it is a value. Place an (F) if it is a fact. There are 23 points possible.

_____ 1. Books are to read.

_____ 2. Watching T.V. is a waste of time.

_____ 3. Blondes have more fun.

_____ 4. Cars need fuel to be able to run.

_____ 5. Money is the most important thing to have.

_____ 6. Girls like tall, dark-haired boys the most.

_____ 7. Employers like to have dependable employees.

_____ 8. If you drink Diet-Cola, you will have a good figure.

_____ 9. America is the land of the free.

_____ 10. Blue is the best color for blondes.

_____ 11. A guy who is a good fighter is a leader.

_____ 12. Small babies cry when they do not get enough to eat.

_____ 13. Pretty clothes are what make a girl popular.

_____ 14. When you are a member of a gang you are happy.

_____ 15. Food that is not stored properly will spoil.

_____ 16. Policemen cause more problems than they solve.

_____ 17. Kids who study a lot in school are "sick."

_____ 18. A dress will look nicer longer if it is hung on a hanger when not being worn and is kept clean.

_____ 19. Men only want one thing from a girl.

_____ 20. Cigarette smoking is harmful to your health.

_____ 21. All people have the same basic needs of food, safety, and love.

_____ 22. A doctor needs to know the symptoms before he can know what the sickness is.

_____ 23. Teachers don't get paid much, so they really don't care about the students.

WHAT ARE MY FAMILY'S VALUES? *33

Name ______________________________________

Directions: Ask members of your family the questions on this paper.
Write the answers in the space after each question.

1. What are the most important things to my family?

2. Why are these things important?

3. How does what my family thinks is important affect me?

224

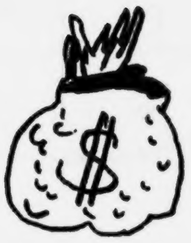
MY OWN-FAMILY-FRIENDS-COMMUNITY VALUE RELATIONSHIPS *34

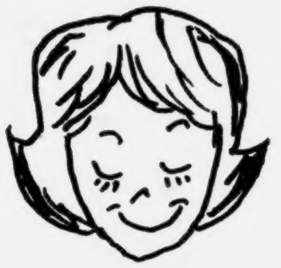
Name ________________________________

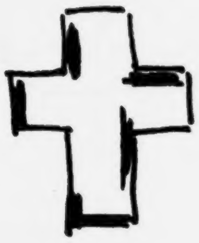
Directions: Choose several values. Write in each column how each group feels about the value. Are there differences or similarities? Place a check (✓) in the appropriate column if there are differences or similarities.

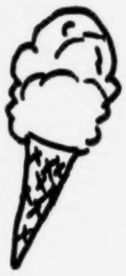
Value						
Me						
My Family						
My Friends						
My Community						
Different						
Similar						

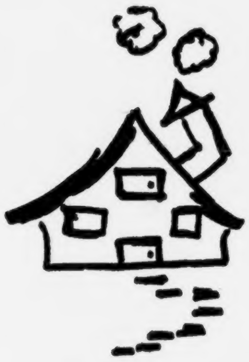
SUGGESTED VALUE SYMBOLS FOR CONCENTRATION GAME *35

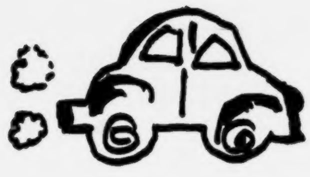


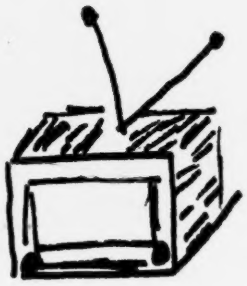


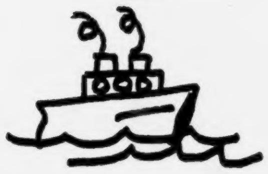


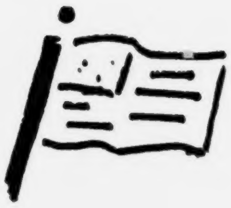


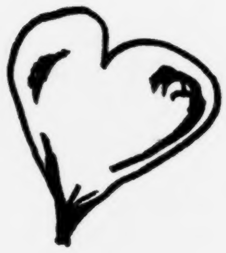


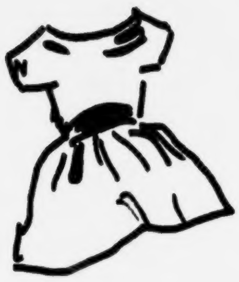


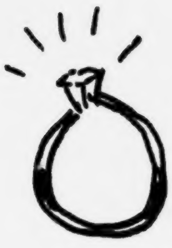


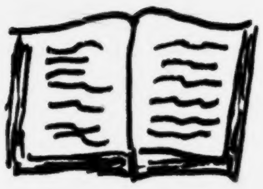




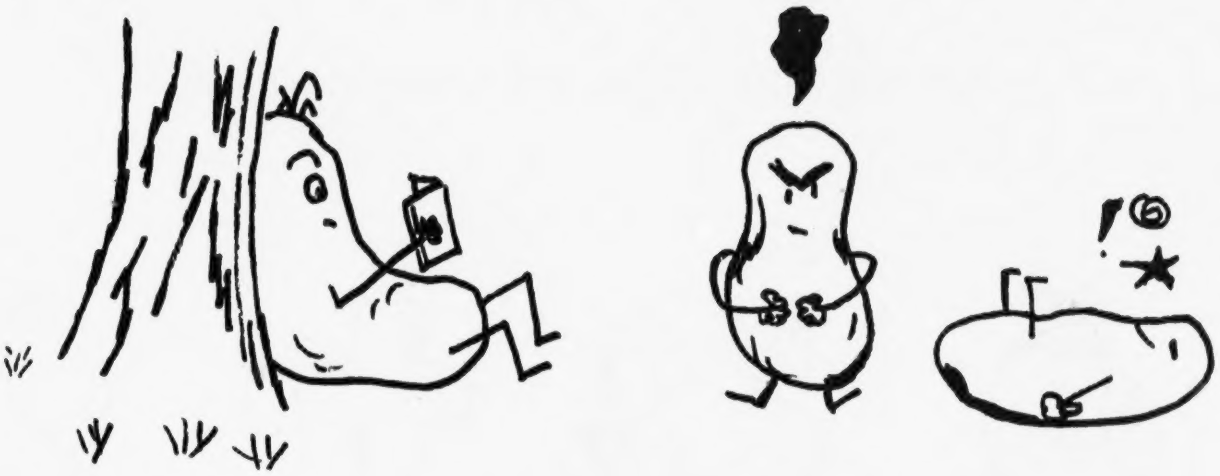








Add additional symbols which stand for students' own values. Play like Concentration game. Lay out cards face down--try to match two. Assemble values which seem to go together into "systems". What does each student value? Why?



WHAT WOULD I DO IF *36

Name____________________

DIRECTIONS: Each line extends from (1) the lowest, to (5) the highest rating of a value statement. Read the value statement (above the line) and then read the descriptions (below the line). Place a check (✓) at the point on each line which best describes how you would feel or react in each situation. This is for you only so be honest with yourself.

1. What would I do if I saw two boys beating up another boy?

1.____________ 2.____________ 3.____________ 4.____________ 5.

Shrug my shoulders and walk the other way, after all it's not my fight.	I would tell the two boys to stop or I would call for help.	I would step in to help the one boy and then see that he gets home safely.

2. How would I react if I was arrested for something I didn't do, but I did know the details about the crime?

1.____________ 2.____________ 3.____________ 4.____________ 5.

I would argue with the police that they had the wrong person. I would tell them who really was involved.	I would argue with the police that they had the wrong person. I would tell them I didn't know anything about it.	I would say I didn't didn't do it. I would answer truthfully any questions asked me.

3. What would I do if I had a test in school that I hadn't studied for?

1.	2.	3.	4.	5.
I would write the answers on a "cheat sheet" before class and use it during the test.		I would look on someone else's paper for the answer during the test.		I would try to cram for the test on my way to school and hope I wouldn't do too badly on the test.

4. What would I do if I was told by my family that I had to get a job and give all my earnings to help support my family?

1.	2.	3.	4.	5.
I would refuse to get a job. I would rather do what I want to do.		I would get a job and give part of the money to my family. I would keep the rest for myself.		I would get a job and give all my money to my family.

5. How would I react if my best friend suddenly got mad at me and told me we were no longer friends?

1.	2.	3.	4.	5.
I would get mad and decide that if that was the kind of person he was I didn't want him for a friend either.		I would chalk it up to experience and find other friends.		I would try to find out why he was mad. I would try to restore our friendship.

MINUTE DRAMAS: RON & PAULA / SUE & JANE *37

Directions: Read the following minute dramas and answer the questions at the end.

MINUTE DRAMA I

Setting: Deserted supermarket parking lot in late evening.

Ron: Paula, if you loved me, you wouldn't say no.

Paula: Ron, I do love you, but I have to get home or my mother will kill me.

Ron: Sometimes you don't even know what life is all about.

Paula: Well, I know the police just pulled into the parking lot and we're in trouble.

MINUTE DRAMA II

Sue: Isn't this the neatest color of lipstick?

Jane: I'd buy it, but I don't have any money.

Sue: Who needs money?

Jane: Well, don't put it in *my* purse!

QUESTIONS:

1. What values are held by Ron in Minute Drama I?

   By Paula?

2. How do Ron and Paula's values differ from those of mainstream society?

3. How could Ron and Paula's values be challenged more favorably?

4. What values are held by Sue and Jane in Minute Drama II?

5. How do Sue's and Jane's values differ from those of mainstream society?

6. What values do you hold that you think are different from those of mainstream society?

WHY WORK???

*38

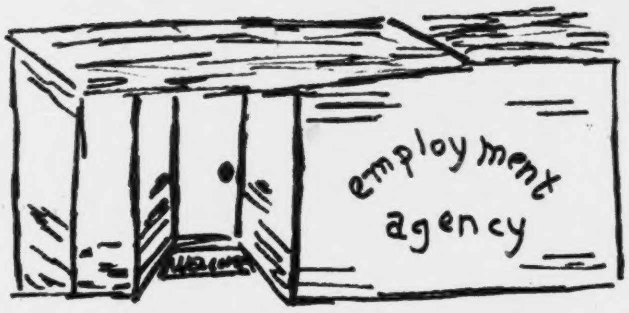
Name ______________________________

Directions: Read the list of needs for a man or a woman to work. Place a check (✓) next to this need if this is why you (or your wife) would work as a student, as a wife or mother, or as the head of a family.

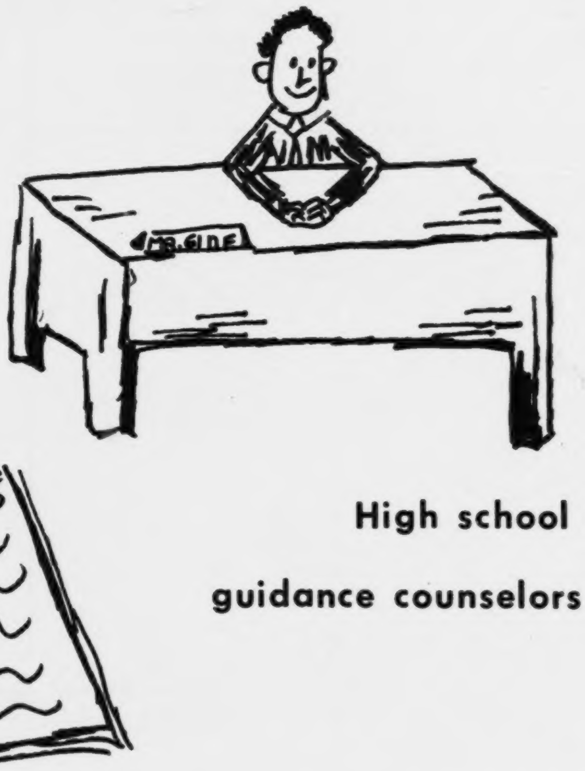
NEEDS	AS STUDENT (now)	AS WIFE	AS MOTHER	AS HEAD OF FAMILY
1. To support the family completely.				
2. To add to the family's income in order to buy what the family needs.				
3. To add to the family's income in order to decrease the family's worry about money.				
4. To add to the family's income in order to have more things which are not really needed.				
5. To have income for yourself which you can spend as you like.				
6. To get away from home.				
7. To use a special training which is in demand.				
8. Everyone else does it.				
9. To not be lonely.				
10. To have something interesting to do.				
11. To do something that you like.				
12. Others: (list)				

JOB INFORMATION IN YOUR COMMUNITY

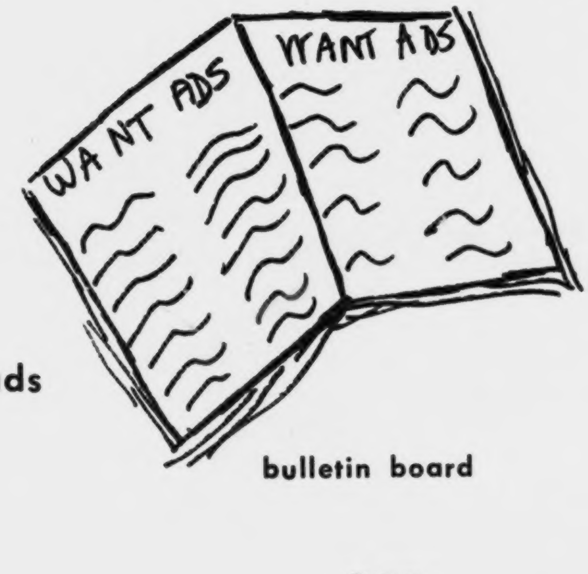
*39


employment agency

State or private employment agency



High school guidance counselors


WANT ADS
WANT ADS

Newspaper want ads

bulletin board

*40

Employment Opportunities Advertised				
Clerical and Sales*	Service Occupations	Professional, Technical and Managerial	Processing	Machine Trades

*Titles are taken from Dictionary of Occupational Titles. You may wish to add columns for the others also: Farming, Fishery, Forestry; Bench Work; Structural Work; and Miscellaneous.

Chart

Application for Employment

*41

Date ____________

Name ______________________________ Maiden Name ________

Last First Middle

Address ______________________________ Phone ________

Personal Data

Age	Date of Birth Month Day Year	Sex ___ Male ___ Female	Height	Weight

___ Married ___ Widow ___ Single ___ Widower ___ Divorced ___ Separated	Number of Dependents	Social Security No. - -

Name of Wife (Husband):	Occupation of Wife (Husband): Employer:

Do you have any physical defects? ___ No ___ Yes ____________

U. S. Citizen? ___ No ___ Yes

Job applying for ____________ Years of Related Experience _____

When could you start work? ________ ___ Part time ___ Full time

Ever employed here before? ___ No ___ Yes When? ______ What job? _____

Name of relatives employed here ________ Relationship ________

Circle Highest Grade Completed:

Grade School 1 2 3 4 5 6 7 8 High School 1 2 3 4 College 1 2 3 4

Date ________ Date ________ Date ________

Other training ____________ Special skills ____________

Have you ever been arrested: (Not including minor traffic violations) ___ Yes ___ No	Date of Arrest:	Charge:

Have you served in U. S. Armed Forces? ___ No ___ Yes Branch ________

From ________ To ________ Draft classification ________

____

In case of emergency notify ______________________________

Name Address Phone

YOUR WORK RECORD

Last or present employer	Employer's address	Kind of business

Description of duties

When did you start?	When did you leave?	Your starting pay rate: $ per	Your leaving pay rate: $ per

Why did you leave?

Next to last employer	Employer's address	Kind of business

Description of duties

When did you start?	When did you leave?	Your starting pay rate: $ per	Your leaving pay rate: $ per

Why did you leave?

References other than Relatives

Name	Address	Occupation	Years Known
	Street__________ City_______ State____		
	Street__________ City_______ State____		
	Street__________ City_______ State____		

Your signature ____________________________

*42

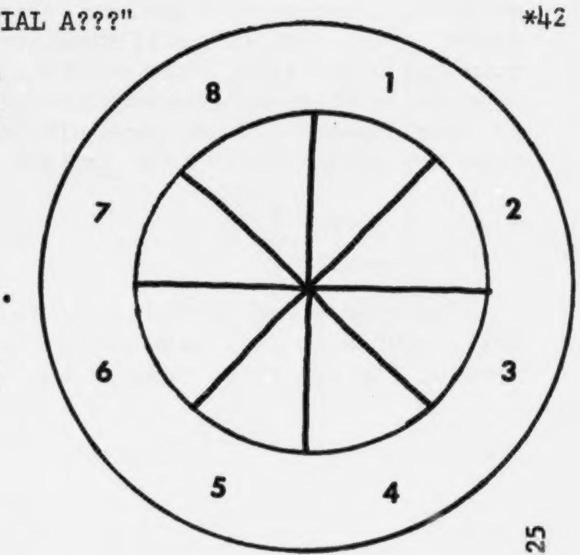
INSTRUCTIONS FOR COMPLETING "DIAL A???"

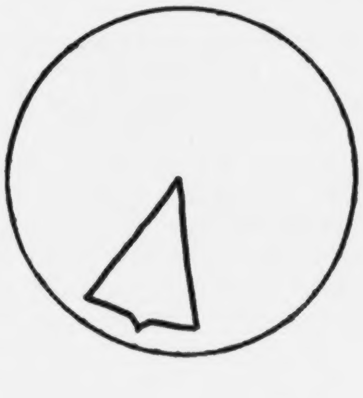
1. Dial a ??? is a type of game. Use construction paper or poster board to construct two circles, one 14 inches and the other 11 inches in diameter. The top circle should spin. Cut an opening in the smaller (top) circle so that a question is uncovered.

2. If the questions are typed on paper and taped in place, the circles can be used for other similar types of games. The questions are:
   a. Where can you learn of job openings?
   b. What skills do you have or what can you do that might qualify you for a job?
   c. Why should you learn whether a fee is charged by an agency to find you a job?
   d. Should you try to make an appointment for a job interview?
   e. Should you tell your friends that you are looking for a job?
   f. What if the employment agencies have no leads on jobs?
   g. What does it mean "to evaluate" yourself?
   h. What are some of the techniques for getting a job that can be learned?

3. GENERALIZATION: Skills can be learned which will facilitate obtaining an occupational position.

4. Script for Dial a ??? may be taped and students provided with a worksheet for writing answers to questions. Instructions: Turn on the tape. You will hear a brief discussion of a subject. Then stop the tape and dial a





question. Using the knowledge gained, answer the question on your worksheet. For various questions, there will be additional information on the tape or on your worksheet. When you have answered a question, turn on the tape and see if your answer is similar to the one provided. If they are different, reverse the tape and listen again to the question or discussion. Now what is your answer? If you have difficulty in understanding a question, turn off the tape and discuss the problem with your partner, the class group, or your supervisor.

Script for Dial a ???

Getting a job is important in your life. Right? Otherwise, you wouldn't be in this course. Well, you're in luck because the techniques for getting a job can be learned. There are several factors to be considered. Some of these factors are:

1. Locating possibilities
2. Obtaining further information
3. Making an appointment
4. Writing a letter of application
5. Filling out forms of application
6. The job interview

Consider the factors one by one; you will find there is nothing difficult or mysterious about them.

Locating possibilities will be considered first. Before trying to locate a job, you will need to evaluate yourself. What skills or knowledges do you have? In other words, what about you is marketable? After this analysis you might begin sifting through open positions. One rich source of leads is the local newspaper. Use it, noting those jobs which appeal to you and those for which you meet the qualifications. Another source of job leads is your employment office. These may be state or governmental agencies, or they may be private placement bureaus. Do check to see what payment will be required when you are placed. If these sources provide no leads, begin with the business establishments. There may be an opening which is as yet unadvertised. Don't neglect to let your friends know you are available. Your friend may have a friend who is being transferred or promoted. So, do consider various sources of job possibilities.

Now, stop the tape and dial question number one. Answer the question on your worksheet. Then, start the tape again.

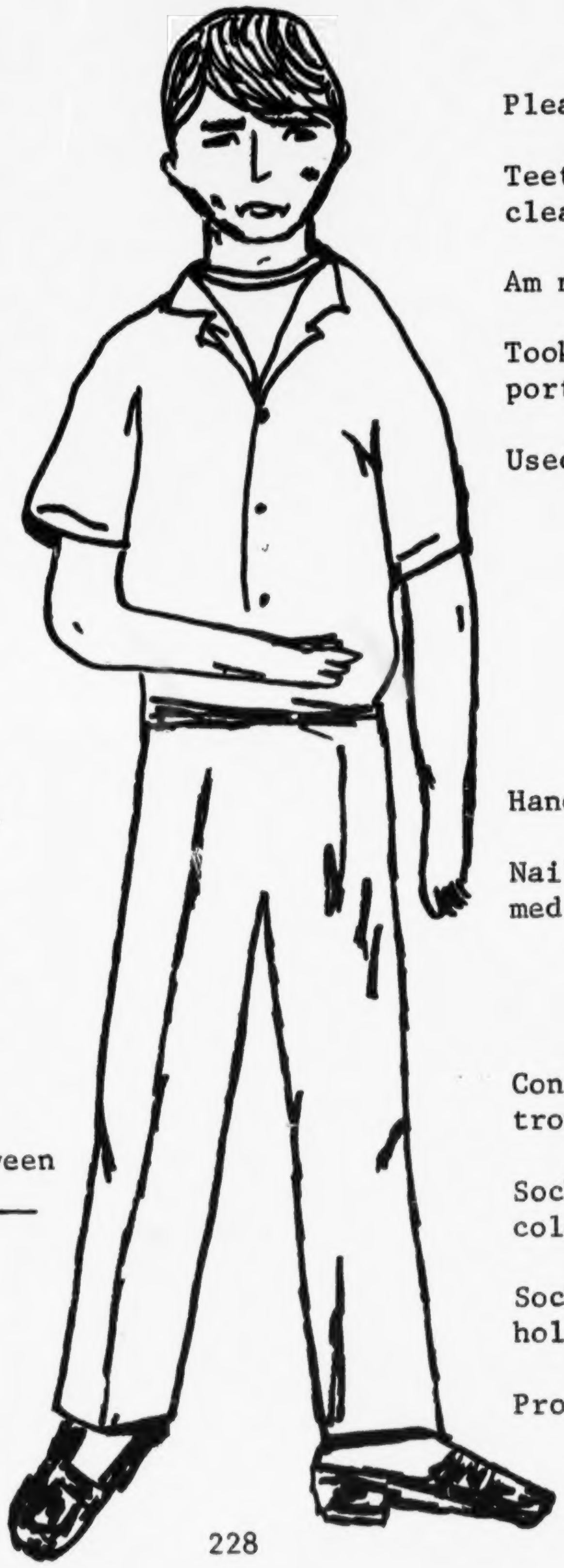
A Sample Answer to Question One

Some sources of job openings are: newspapers, employment agencies, businessmen or employers, friends. If you disagree, listen to the previous discussion again. Discuss your additional answers with your partner, the class, or your supervisor.

QUICK CHECK ON MY APPEARANCE

*43

Directions: Compare your appearance with the items listed. How many can you check (✓)? A perfect score is 21.



Hair clean ___

Neat hair cut ___

Clean shaven ___

Clean, well fitting white T-shirt ___

Arms and elbows clean ___

Uniform clean, neat and well-pressed ___

Socks neat and well fitting ___

Socks cover leg between shoes and trousers ___

Noiseless heels ___

Clean, polished shoes ___

Pleasant smile ___

Teeth thoroughly clean ___

Am not chewing gum ___

Took a bath before reporting for work ___

Used a deodorant ___

Hands clean ___

Nails clean and trimmed ___

Conservatively fitted trousers ___

Socks of conservative color ___

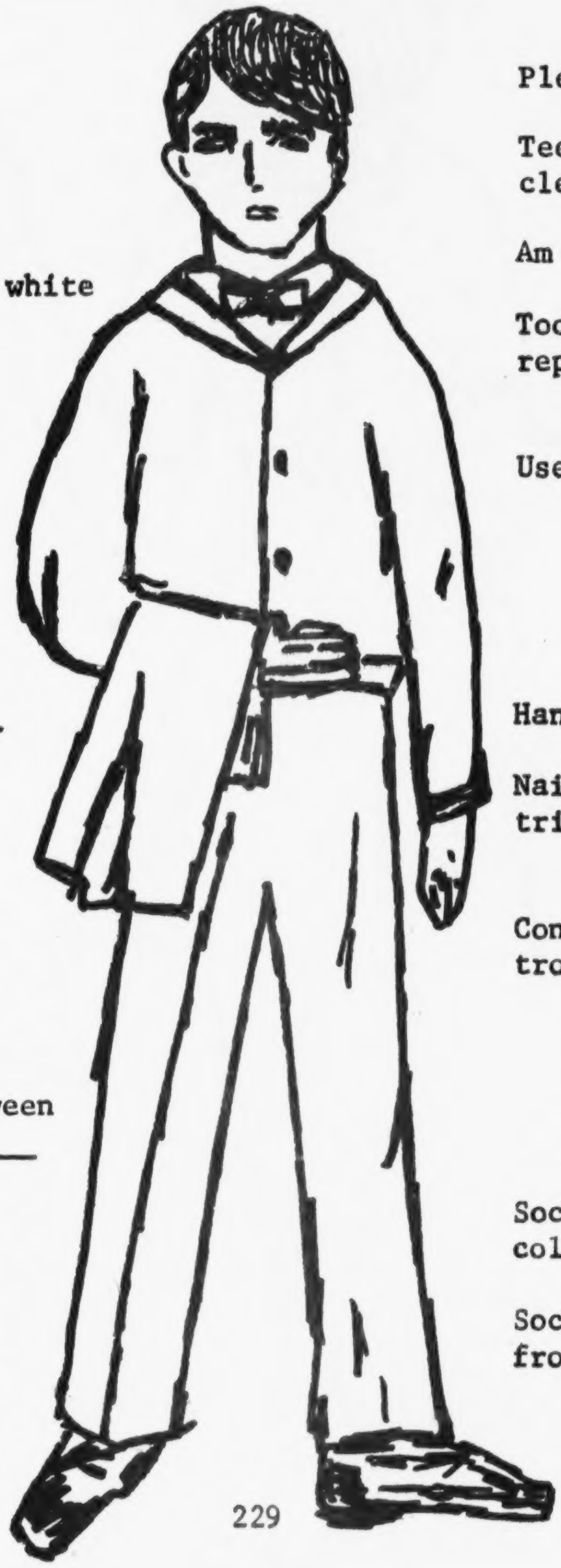
Socks clean, free from holes ___

Properly fitting shoes ___

My Score ______

QUICK CHECK ON MY APPEARANCE *43

(See directions on 1st page. Perfect score is 21.)



Hair clean ___

Neat hair cut ___

Clean-shaven ___

Clean, well fitting white T-shirt ___

Arms and elbows clean ___

Uniform clean, neat and well-pressed ___

Socks neat and well fitting ___

Socks cover leg between shoes and trousers ___

Noiseless heels ___

Clean, polished shoes ___

My Score _____

Pleasant smile ___

Teeth thoroughly clean ___

Am not chewing gum ___

Took a bath before reporting for work ___

Used a deodorant ___

Hands clean ___

Nails clean and trimmed ___

Conservatively fitted trousers ___

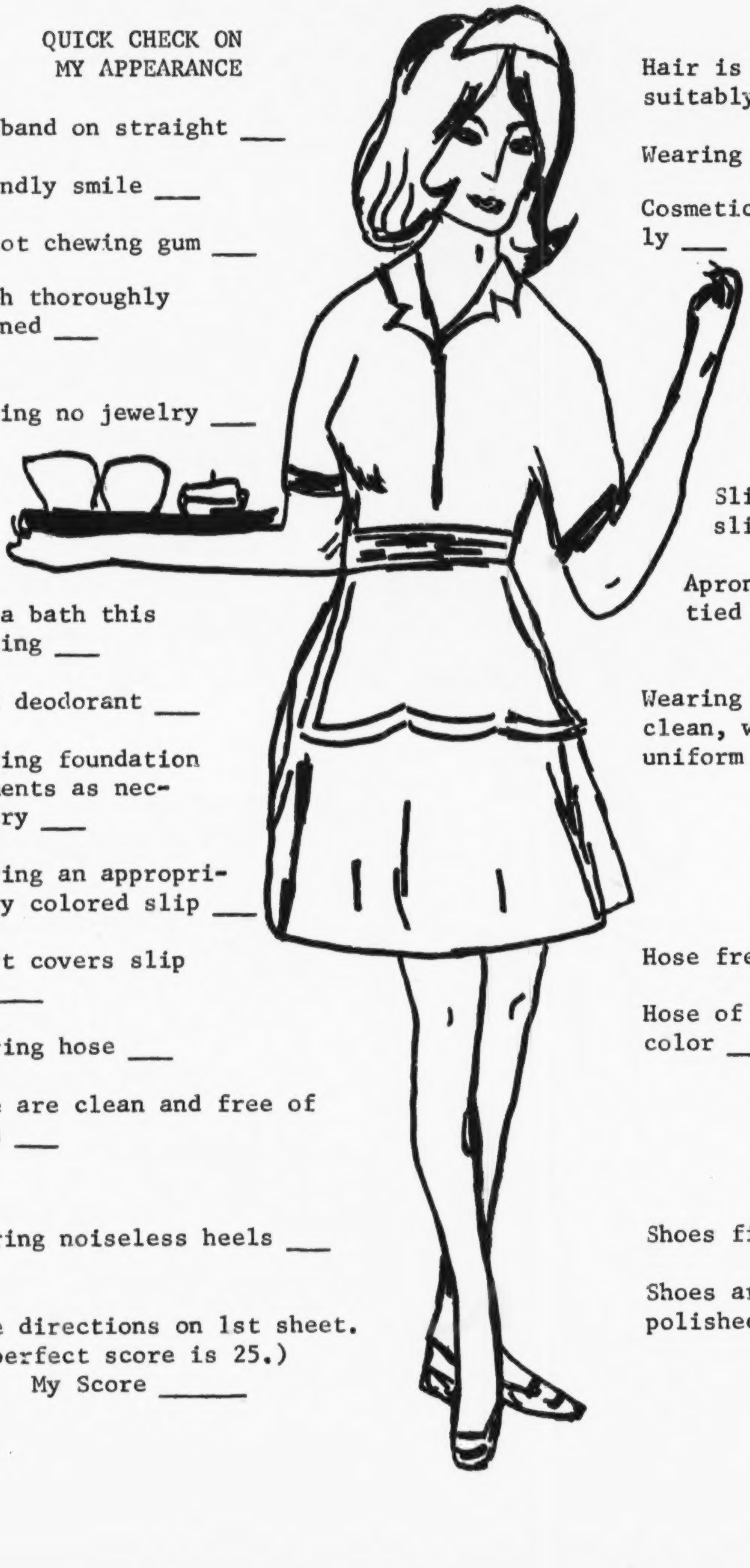
Socks of conservative color ___

Socks clean, free from holes ___

Properly fitting shoes ___

QUICK CHECK ON MY APPEARANCE

*43



Headband on straight ___

Friendly smile ___

Am not chewing gum ___

Teeth thoroughly cleaned ___

Wearing no jewelry ___

Had a bath this morning ___

Used deodorant ___

Wearing foundation garments as necessary ___

Wearing an appropriately colored slip ___

Skirt covers slip hem ___

Wearing hose ___

Hose are clean and free of runs ___

Wearing noiseless heels ___

(See directions on 1st sheet. A perfect score is 25.)
My Score _____

Hair is clean and suitably arranged ___

Wearing hair net ___

Cosmetics used sparingly ___

Hands are soft and clean ___

Nails manicured with natural or no polish ___

Slip straps don't slip down ___

Apron bow neatly tied ___

Wearing lightly-starched clean, well-pressed uniform and apron ___

Hose free of wrinkles ___

Hose of conservative color ___

Shoes fit comfortably ___

Shoes are clean and polished ___

RATE A TRAIT

Generalization (typed on a 3" x 5" card): Certain traits or characteristics are more important than others in making progress in various jobs.

Materials needed:

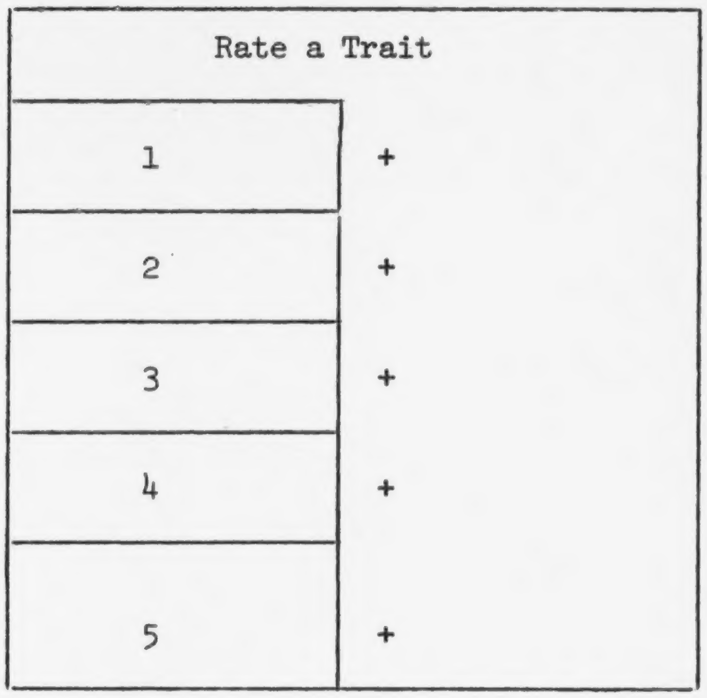
(1) 1 sheet 9" x 12" colorful construction paper.
(2) A 4 1/2" x 10 1/2" piece construction paper in another color
(3) A 3" x 5" card titled "Rate a Trait" listing the following:

1. Must have
2. Should have
3. Could have
4. Try to overcome
5. Should not have

(4) Slips of white typewriting paper, 1 1/2" x 4", on which are written or printed traits such as:

(1) clean
(2) on time
(3) friendly
(4) healthy
(5) impulsive
(6) peppy
(7) interested
(8) outgoing
(9) happy
(10) bossy
(11) loud mouth
(12) undependable
(13) disloyal
(14) quitter
(15) planner
(16) complainer
(17) sneaky
(18) kind
(19) takes risks
(20) hard working

(add or delete in adjusting to the class)



sample page
+ leave this side of packet open

*45

DID YOU KNOW?

TODAY THERE ARE $3\frac{1}{4}$ MILLION WORKERS IN THE FOOD SERVICE INDUSTRY???

BY 1975 THE DEMAND FOR FOOD SERVICE WORKERS WILL BE 4 MILLION???

THERE ARE 367,000 AWAY-FROM-HOME EATING ESTABLISHMENTS IN THIS COUNTRY???

THESE ESTABLISHMENTS SERVE 38 BILLION MEALS A YEAR???

82 PERCENT OF THE RESTAURANTS ARE IN URBAN AREAS???

IN A NATIONAL SURVEY, REASONS GIVEN FOR EATING OUT WERE:

Freedom from cooking and clean-up	42%
Good food	24%
Nice, quiet atmosphere	23%
Good way to entertain friends	20%
Change of Pace	19%

FACTORS IMPORTANT IN CHOOSING A RESTAURANT WERE:

Quality of food	85%
Cleanliness of rest rooms	71%
Speed of service	59%
Friendliness of waiter/waitress	55%

THE COMPOSITION OF WORKERS IN THE INDUSTRY IS:

Managerial	20%
Cooks & Bakers	28%
Waiters, Counter Help	46%
Clerical	6%

Source: A. K. Schrichte, Educ. Director, Indiana Restaurant Assn.

TRANSPARENCY

RESTAURANT FIELD TRIP CHECK LIST

*46

Name ______________________________

What are the roles/responsibilities of each food service worker?

Directions: Place a check (√) in the square under the name of the food service worker if you see him/her do this activity. Leave blank those activities you do not see.

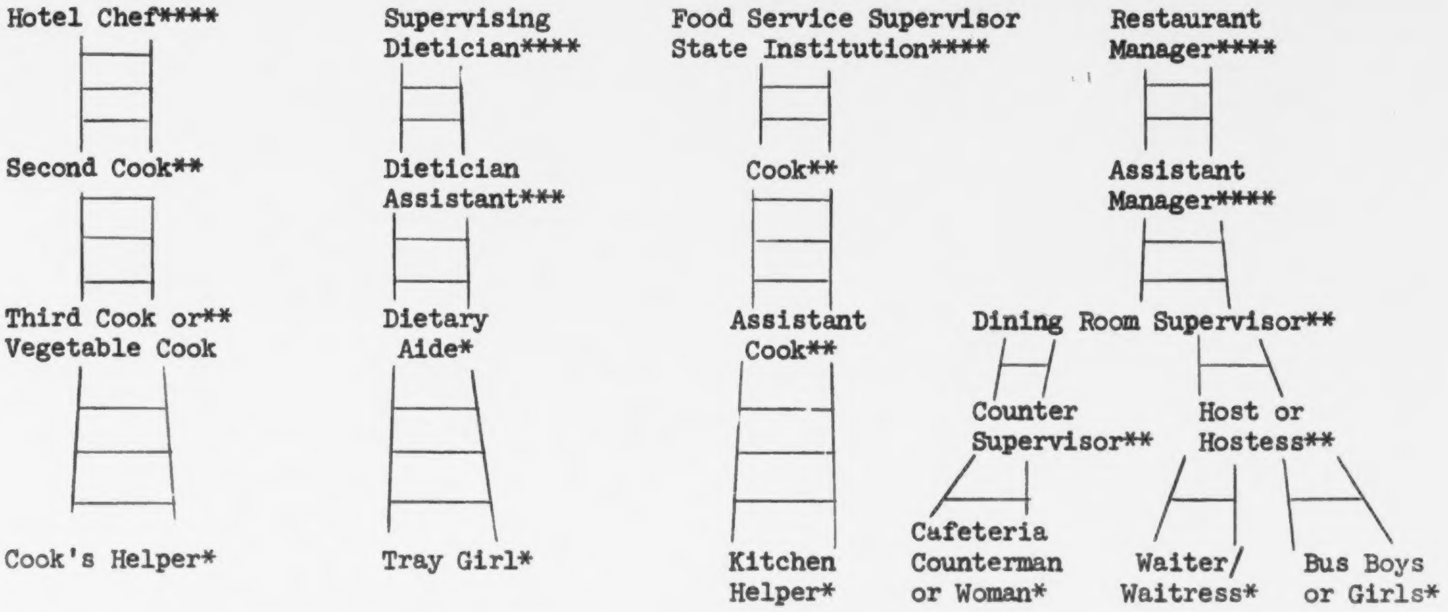
Activity	Manager/ Boss	Hostess	Cook	Cook's Helper	Waiter/ Waitress	Bus-boy	Cleanup Person
Greets customers and leads them to tables.							
Hands menus to each customer.							
Gives directions to bus-boys/waitresses.							
Walks about observing all activities, occasionally gives help or directions to workers. Speaks pleasantly to customers.							
Takes orders and writes them down.							
Relays orders to kitchen.							
Carries loaded food trays from kitchen.							
Serves food to customers.							
Serves beverages.							
Removes soiled dishes, wipes tables and/ or replaces soiled linens with clean.							
Resets tables for next customers.							

Restaurant Field Trip Check List, Continued

Activity	Manager/ Boss	Hostess	Cook	Cook's Helper	Waiter/ Waitress	Bus-boy	Cleanup Person
Fills water glasses.							
Prepares dishes for washing.							
Loads dishwasher.							
Operates dishwasher.							
Unloads dishwasher and stacks clean dishes.							
Prepares salads.							
Peels potatoes.							
Mixes dough for rolls, cake batter, and pastry items.							
Carries food supplies.							
Supervises the preparing and cooking of all foods.							
Removes garbage.							
Hoses down, scrubs.							

*47

CAREER LADDERS IN FOOD SERVICE
Some Examples of Opportunities for Advancement

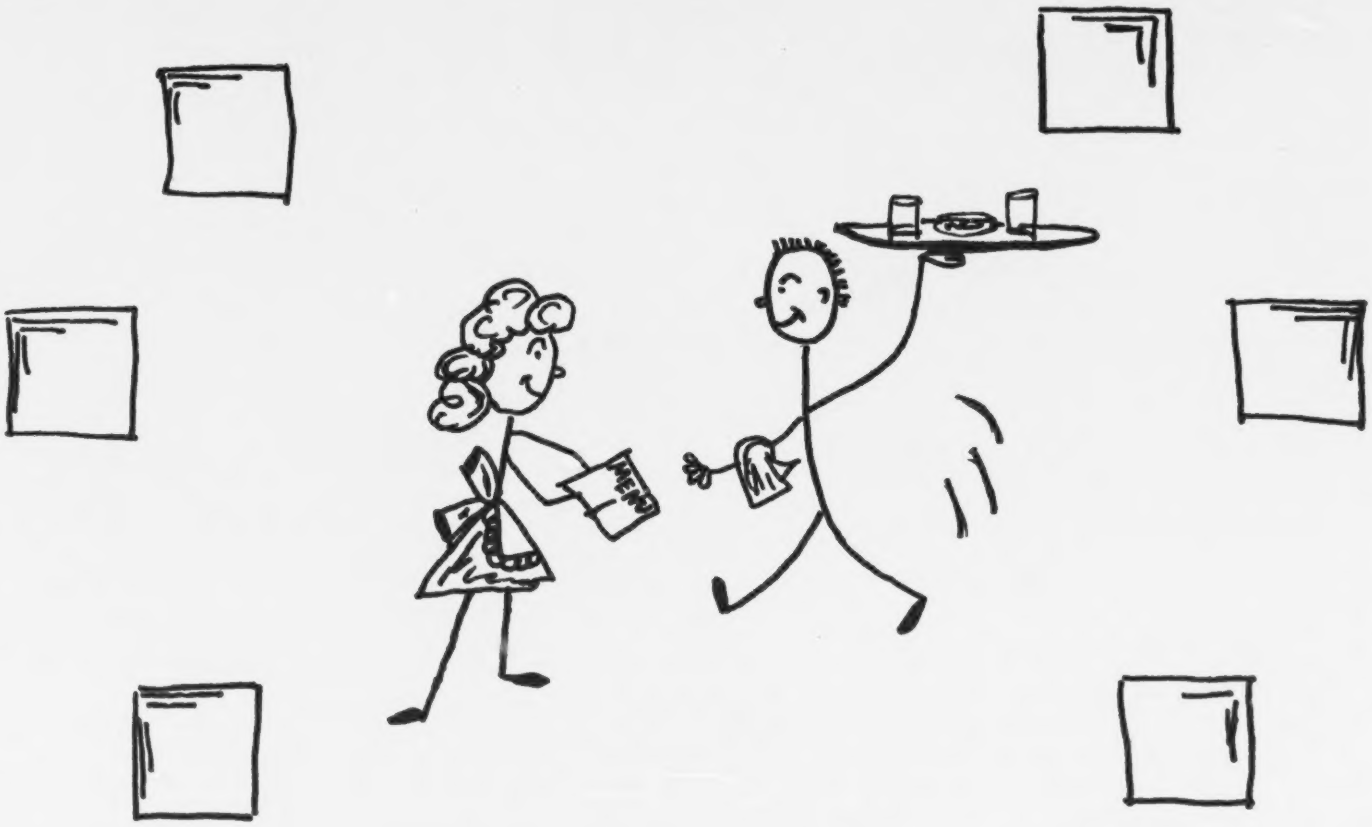

Hotel Chef****
Second Cook**
Third Cook or** Vegetable Cook
Cook's Helper*
Supervising Dietician****
Dietician Assistant***
Dietary Aide*
Tray Girl*
Food Service Supervisor State Institution****
Cook**
Assistant Cook**
Kitchen Helper*
Restaurant Manager****
Assistant Manager****
Dining Room Supervisor**
Counter Supervisor**
Host or Hostess**
Cafeteria Counterman or Woman*
Waiter/ Waitress*
Bus Boys or Girls*

Key:
- * Entry Jobs for Beginners--Jobs for which you may qualify without special training
- ** Jobs for Persons with Special Training or Experience.
- *** Jobs for Persons with Special Training.
- **** Jobs for Persons with Extensive Training and Experience.

References: Educational Institute of the American Hotel & Motel Assn. Your Career in the Hotel-Motel Industry, 221 W. 57th St., New York, N.Y. 10019.
Specifications--New York State Department of Civil Service. Cook Series, Series 3102, 1963.
U.S. Department of Health, Education, and Welfare, Office of Education. Food Service Industry, 1961. Washington, D.C.: U.S.GPO 20402, 1961.

*48

THE FOOD SERVICE WORKER INTERACTS WITH:



bulletin board

Suggestions for the Bulletin Board, *48

"The Food Service Worker Interacts With:"

Sample Card: Waitress

> With the Hostess
> A Waitress is
>
> follower of directions
> go-between
> complainer

Other suggestions for waitress:

Customers	interpreter, order taker, informer, creator of goodwill, pacifier, bill presenter, tip taker.
Union	receiver of rules, payer of dues, follower of rules, attender of meetings.
Bus Boy	director, sharer of tips, sharer of functions.
Pay Clerk	receiver of pay, complainer, informer, clock puncher, recordkeeper.
Boss	follower of directions, complainer, go-between.
Manager	trainee, receiver of instructions.
Others	cooperator with cleaning woman, doorman, waitresses.
Cook	order taker, order giver, order checker, pacifier.

DIALOGUE: ATTITUDES *49

Teacher Guide:

Attitudes are important to the good performance of any job.

This dialogue gives examples of the attitudes of Sue, a new waitress.

Some of the dialogue is actual conversation; some represents thoughts in the mind of Sue. These thoughts are shown in ALL CAPITAL LETTERS. To signify this to the classmates who are listening, have Sue hold up a sheet of colored paper whenever she is saying aloud her thoughts.

Teacher may make name cards for each role portrayed and let students reveal the role as they read.

Suggestions for slow readers: students select role they wish to portray and read script ahead of time.

Dialogue--Attitudes Affect the Performance of the Job

Narrator: Sue is arriving for work the first day. She will work for Mr. Jennings, who owns the Blue Kitchen restaurant which caters to downtown businessmen and women. Sue applied for the job as hostess but was hired as a waitress.

Sue: THIS SURE IS A DUMB NAME AND A CRUMMY ADDRESS. I'LL BET THEY DON'T HAVE ENOUGH CUSTOMERS TO PAY WELL. OH, THERE'S THE BOSS LOOKING AT THE CLOCK.

Mr. Jennings: Well, Sue, I see you are getting off to a late start. I hope this won't happen again. We have to be ready for a rush crowd at eleven every day, so I must ask my workers to be on time. If you will report to Mrs. Taylor, the hostess, she will put you to work.

Sue: O. K. Mr. Jennings.
YOU'D THINK HE WOULD KNOW I HAVE TO RIDE THE BUS. I MISSED ONE BY NOT BEING AT THE CORNER. I GUESS HE IS A REAL CRAB!

Narrator: Sue is hurridly shown how to prepare the tables and is given a menu to study. She gets a Coke and goes into the restroom to sit down.

Sue: I WONDER WHAT IT MEANS "FAMILY SERVICE FOR FOUR"? MRS. TRIPP AT SCHOOL SUGGESTED THAT I GET A MENU TO STUDY YESTERDAY, BUT I WASN'T ON THE PAYROLL YET SO I DIDN'T WASTE MY TIME.

****

For discussion:

1. What attitudes will keep Sue from doing her best?
2. Is it all Sue's fault?
3. Suggest some ways she could have gotten this first day off to a better start.

Narrator: One of the other waitresses, Betty, comes in.

Betty: You're the new girl aren't you? I was in the back folding napkins when you came in. Mr. Jennings wants you in the dining room now. People are coming in and he doesn't like to keep anyone waiting.

Sue: O. K. I haven't had any breakfast because I slept late. Do we eat here, or what?

Betty: All of us eat before the crowd comes in. We finished about 20 minutes ago. We'll eat again just before dinner service starts.

Narrator: Sue walks slowly to the dining room. Two couples have come in plus a group of 3 women. Sue gets the nod from the hostess to wait on the three women.

1st Woman: I'm starved.

2nd Woman: Me too.

3rd Woman: I wonder if anything is low calorie?

2nd Woman: Probably not, but ask the waitress.

3rd Woman: Miss, is anything low calorie today?

Sue: I WOULD GET THE WOMEN; THEY ALWAYS ARE FUSSIER THAN THE MEN AND CAN'T MAKE UP THEIR MINDS. I don't know. We just have what is on the menu. HOW WOULD I KNOW? THAT WOMAN IN THE DULL GREY DRESS NEEDS MORE HELP THAN LOW CALORIES CAN GIVE HER! OK...OK...MAKE UP YOUR MINDS.

1st Woman: You're new here aren't you? Mr. Jennings's waitresses stay a long time.

Sue: ANYONE WHO WOULD STAY A WEEK IS CRAZY!

Narrator: Sue finally places the orders the women have given her and stands sullenly in the corner surveying the restaurant dining room. She is suddenly aware that her name has been called several times and reluctantly goes to the kitchen.

Sue: Who called me? NOW I'LL NEVER KNOW THE END OF THE STORY THAT CUTE MAN WAS TELLING.

Cook: I did. Your orders are ready.

Sue: This isn't what I ordered. This plate was to have peas and stewed tomatoes and no potatoes. WOULDN'T YOU THINK HE COULD GET THINGS RIGHT? HE'S NOT NEW HERE.

Cook: I can't read your writing, but you're new today so I'll change them as soon as I have time.

Narrator: Sue takes the two plates that are correct to the dining room and puts them down in front of two of the women. The women sigh and pass the plates to others so that the correct order gets to the person who placed it. Sue leaves the table. Soon she notices that one of the women is signaling her wildly.

1st Woman: Where is the rest of our order?

Sue: You'll have to wait. The cook put up the wrong food. He's slow. LET HIM TAKE THE BLAME. THEY LOOK LIKE THE TYPE THAT WILL COMPLAIN TO MR. JENNINGS.

2nd Woman: May we have our coffee now so we can leave? My lunch hour is nearly over and I don't like to be late to the office.

Sue: A REAL GOODY. SHE DOESN'T WANT TO BE LATE. Yeah, I'll get your coffee. Want anything else so I don't have to go back again? MY FEET ARE KILLING ME. Who's going to pay the check? I put them all together to make it easier for me.

****

For Discussion: What are some specific things which could have been done differently?

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Narrator: After a hectic noon hour and when most of the customers are cared for, Mr. Jennings asks Sue to watch Betty. The things Sue had learned in class come back to her slowly. She notices that Betty keeps constant watch of her tables in case someone tries to get her attention. She repours water and coffee several times and asks if anyone wants dessert before she adds up separate checks. She recommends the hot blueberry pie. Her customers call her by name. She asks them if their lunch was enjoyable, to come back again, and smiles as if she means it.

Sue: MAYBE BEING A WAITRESS IS IMPORTANT. THOSE PEOPLE SEEM TO HAVE ENJOYED BETTY'S SERVICE.

Narrator: Finally, Sue and Betty sit down for a cup of coffee.

Betty: Sue, I know it has been difficult for you today. Tell me, what would you do differently? I remember that I learned a lot the first day.

Sue: Gee, I don't know. I just don't seem to have what it takes to remember orders. I thought that I was too smart for this job but I guess I'm not smart enough! Did you feel that way too?

Betty: Sure. At first I only wanted to work long enough to get through school but I learned to know so many new people and that it takes brains to do a good job, so I stayed on. You have to take time to make people feel important.

Sue: How do you do that?

Betty: By giving them the food they want, when they want it, in the way they like to be served...quickly, properly and efficiently. I enjoy this work; it is different each day. The tip is the real payoff--not just the money, but it tells if you are doing a good job.

Sue: I never realized what it takes to make a good waitress. Or that you could earn so much money. I do have so much to learn. Thanks a lot. May I ask you questions when I'm puzzled?

Betty: Be glad to give you a hand!

Sue: SHE REALLY MEANS IT. SHE'D BE GLAD TO HELP ME!

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For Discussion: How has Sue's attitude made her job easier?

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Narrator: It's weeks later. Sue is in the Blue Kitchen. She arrived for work early and has time to eat and relax before reporting to the hostess. Mr. Jennings has called her into the office.

Mr. Jennings: Sit down, Sue. I wanted to tell you how pleased I am with your work lately. You certainly have improved. You'll be getting a raise in pay starting today.

Sue: So soon! Thanks, Mr. Jennings. You have helped me a lot.

Sue: I guess I really had a lot to learn...not only about food service, but about human beings too. I hear so many nice things about the Blue Kitchen and I'm glad to be a member of the staff.

Mr. Jennings: Good. Mrs. Taylor left today to be a manager in one of our cafeterias. Betty will become the hostess--she's beginning today. Do you think you could manage to help a new girl get acquainted today? Her name is Amy.

Sue: Gee, thanks. If you think I can help someone else, I'll be glad to try. Could she come in tonight to watch and get acquainted with the menu? It was days before I felt I knew the prices and the foods.

Mr. Jennings: Here is her name and telephone number. Why don't you call her and ask her to come? She could eat with you if she wishes.

Narrator: That night.

Sue: Hello, Amy. My name is Sue Sanders. I don't know all the answers and I'm still learning, but I think you can learn many things by watching and I'll answer your questions later.

Amy: Sounds good to me.

Sue: Being a waitress is an important job and demands quick thinking. You have to be on your toes every minute. The Blue Kitchen has the reputation of being one of the best places to eat in town. Many busy, important people are our customers and we want to keep them coming back. Here are two of them now. Hello there. How are you tonight?

Customer: Great, thanks. What's good to eat tonight?

Sue: Several things--if you don't have much time, the chicken pot pies are really good and right out of the oven. The pie is delicious too.

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For Discussion: What improvements reflect Sue's change of attitude?

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HATTITUDES--A GAME *50

Generalization: In the business world, each member of a staff has a vital function to perform; the attitudes which they have affect the job they do.

INSTRUCTIONS: Number off from 1 to 3. All #1 = owners; all #2 = managers; and all #3 = employees. Draw a card from the appropriate deck. Each card describes an incident. The student reacts to the incident the way the person whom he is representing would act. Class evaluates how the incident was handled. Discuss why the reaction was effective or ineffective. Demonstrate improvements for specific situations and why.

INCIDENTS: (More may be added for variety.)

1. Salad maker drops a bowl of salad on the floor during rush hour.
2. Cafeteria server spills a bowl of hot soup on a customer.
3. Bus boy drops a tray of dishes in the dining room during rush hour.
4. Hostess has a mix-up about a reserved table.
5. Waitress is rude to a customer.
6. Cashier makes the wrong change for a large bill.
7. Bus boy takes the waitress's tip from the table.
8. A friend of the boss tries to help during a rush time but just gets in the way.
9. Customer sends back a steak, saying it is well done and he ordered it rare.
10. The waitress serves the wrong order to a customer.
11.. A customer is drunk, making a scene and using abusive language.
12. Customer leaves without paying large check.
13. One of the workers does not show up (without notice).
14. The customer sends back food which has a big bug in it.
15. The customer complains that the food, which was supposed to be hot, is very cold.
16. There is a mechanical breakdown in the fountain refrigeration system.
17. A customer falls on some spilled food on the dining room floor.
18. Customers have a young baby who is crying and disturbing everyone.
19. Some customers complain that the music is too loud and others say they cannot hear it at all.

DISCUSSION GUIDE: UNDERSTANDING YOUR PAYCHECK *51

Introduction

Managing the family's money is one thing that everyone has to do today. We spend money as our great grandparents probably never dreamt of spending it because we make at home much less of what we need for ourselves. We depend upon money for food and clothing and shelter, for much of our recreation and for education.

Unless we are self-employed, we receive a paycheck weekly, twice a month or perhaps once a month. That is the amount of money that we have to manage. But even before we receive our paycheck, money management has started for us. In the story about Carole and Larry which you read, Larry told Carole about some of the deductions which will be made from his paycheck and the other things that Mr. Cramer pointed out to Larry about money management.

POINTS MADE BY MR. CRAMER:

Difference between gross and net pay
Living on Larry's take home pay rather than on both his and Carole's
Kinds of deductions made

256

Class Discussion:

How often do people get paid?
- Weekly
- Twice a month
- Monthly

The amount of money that you are earning now or will be earning each pay period needs to be divided among expenses.

Before you start budgeting your money you need to know what deductions are made from your paycheck. These deductions make the difference between the total or gross amount of money you earn for a pay period and the net or take home pay.

What are some of the deductions which were to be made from Larry's check?
- Social Security
- Federal Income taxes
- State Income taxes

What deductions are made from your paycheck? What are some of the other deductions which might be made?

Health Insurance
Life Insurance
Pension or retirement plan
Company credit union payment

TRANSPARENCY OF DEDUCTION SIDE OF PAYCHECK

What are the automatic deductions for and how are they made?

Social Security:

Federal old age, survivors and disability insurance benefits are paid for by a contribution based on your earnings. You and your employer share the tax equally.

Social Security provides money for retirement, some income in case of illness or an accident that prevents work for a long period of time, or an income for the wife and children if the father dies. There are other benefits, also. We'll look into Social Security further another day.

How is Social Security paid?

The tax is deducted from your wages each pay day, the employer adds to it an equal amount as his own share of the tax.

Each one of us should have a Social Security number and card by now. The nearest Social Security office should issue you a card. If there is no Social Security office in town, ask at the post office for an application blank.

Federal and State Income taxes:

The Federal Income tax is the amount of wage withheld each pay period to be used by you in paying Federal Income tax at the end of the year. Some states have income tax also. Later, we'll learn how to fill out tax returns.

Other Deductions: (State Income Tax)
(Health Insurance)
(Life Insurance)
(Pension Plan)
(Union Dues)
(Credit Union)

Depends on the state and the company

What are the advantages of these deductions?

Health Insurance: helps if someone becomes ill or has an accident and has to be hospitalized.
Life Insurance: provides some security for the family in case of the death of the wage earner.
Pension Plan: provides some security for retirement.

Pay check stubs should be kept. It is particularly important to have them when you are figuring your income tax for a year. If you receive cash instead of a paycheck, you should ask your employer what deductions are being made and how much the deductions amount to. Where might be some good places to keep pay check stubs?

Desk drawer in envelope
Small box which is kept in a safe place
File folder

Information for the teacher to fill in "Paycheck Stub" transparency:

Gross pay - $85.00

Federal tax - $6.00

State tax - $1.90

FICA - $3.50

Health insurance - $1.00

Pension plan - $1.00

Net pay - $71.43

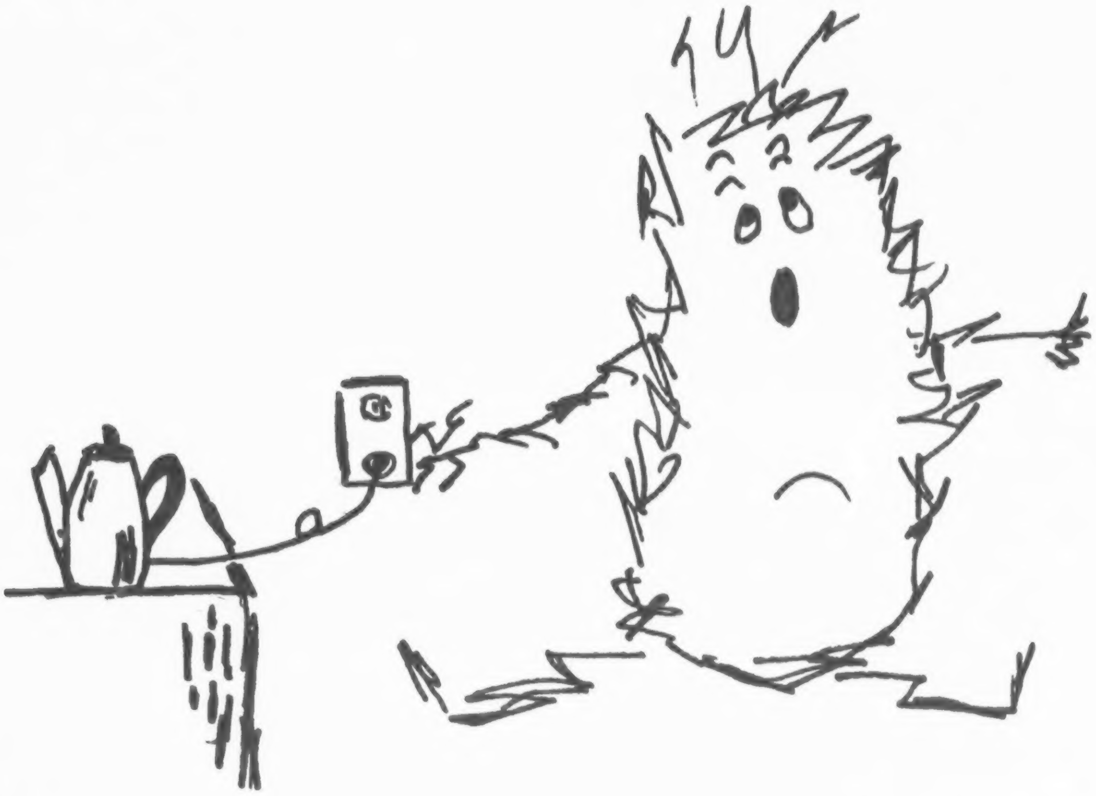
transparency

*52

PAYCHECK STUB

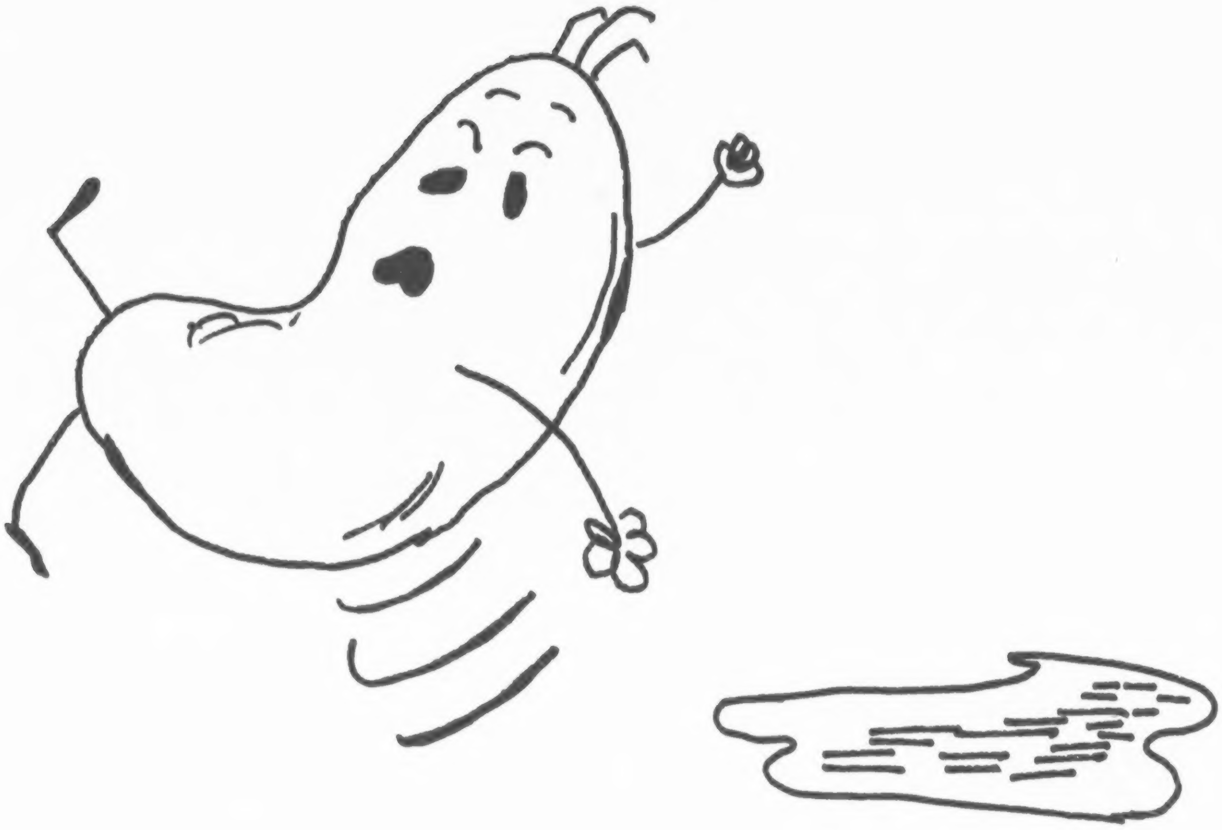
Name	Date Paid	Gross Pay	Credit Union	FICA
Fed Tax	State Tax	Garnishee	Advances	Pension
Union Dues	Health Ins	Life Ins	Bonds	Net Pay

SAFETY CARTOONS *53

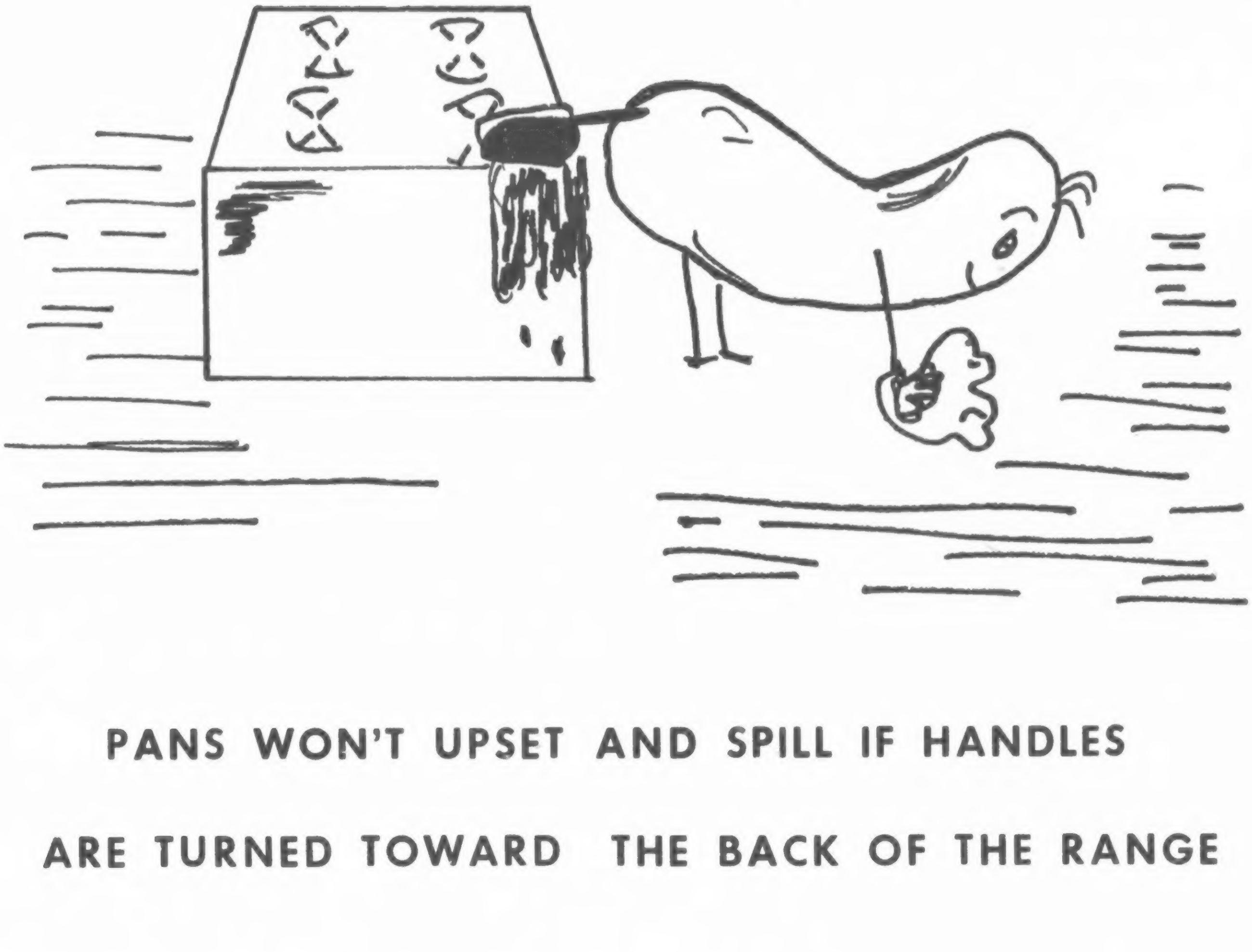


WET HANDS AND ELECTRICAL EQUIPMENT

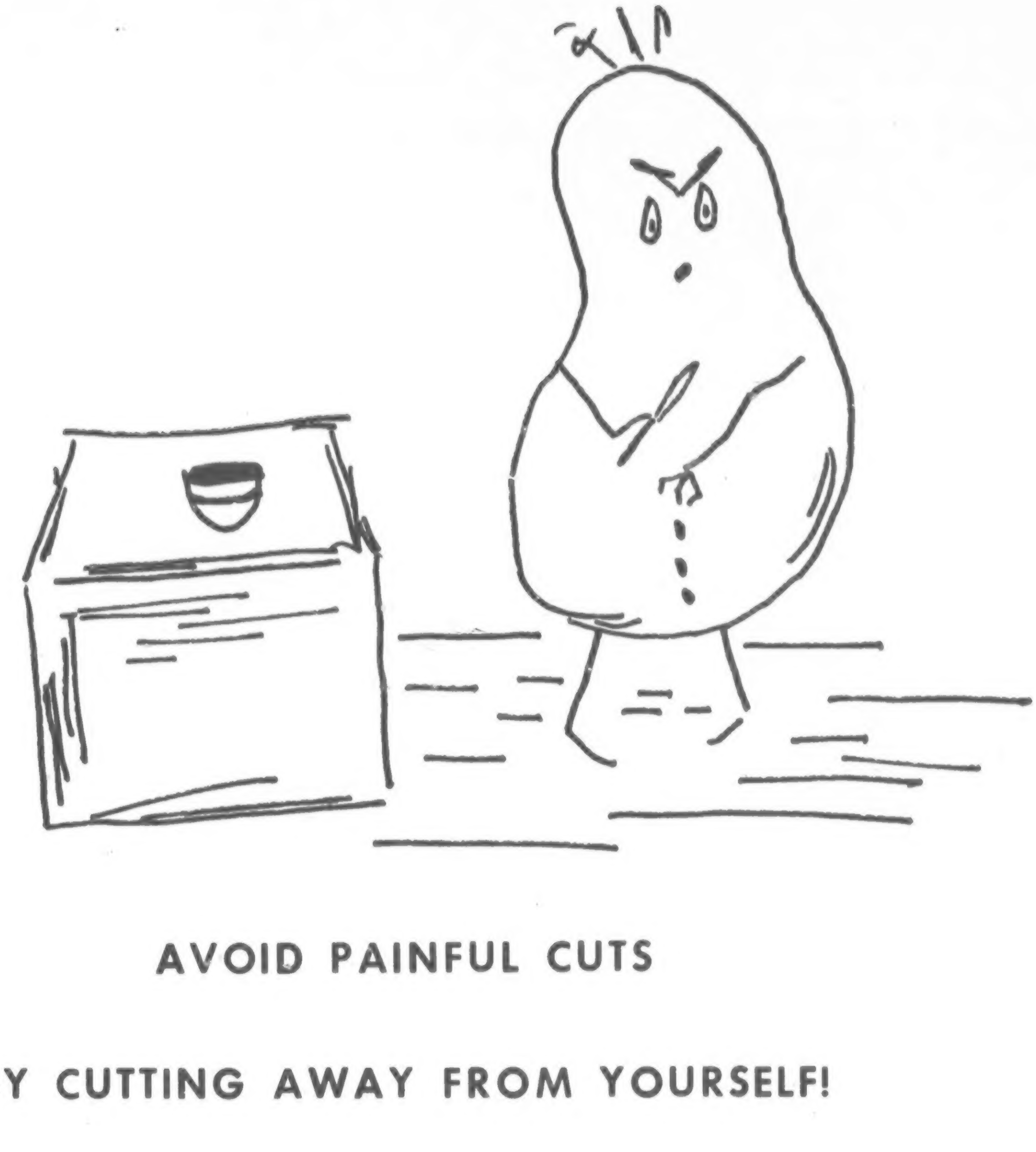
OR OUTLETS DO NOT GO TOGETHER



WIPE UP A FLOOR SPILL BEFORE IT SPILLS YOU

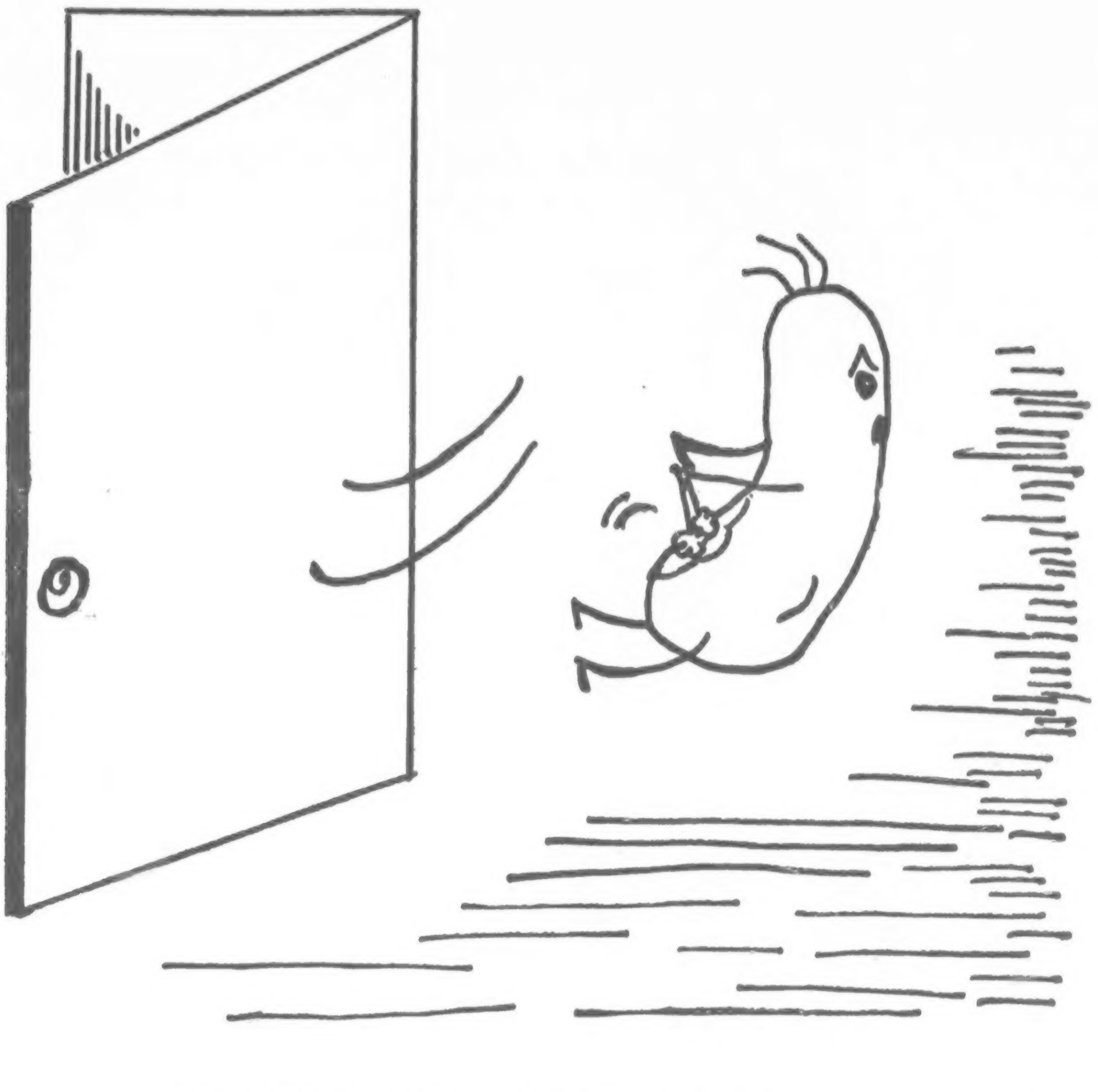


PANS WON'T UPSET AND SPILL IF HANDLES ARE TURNED TOWARD THE BACK OF THE RANGE



AVOID PAINFUL CUTS

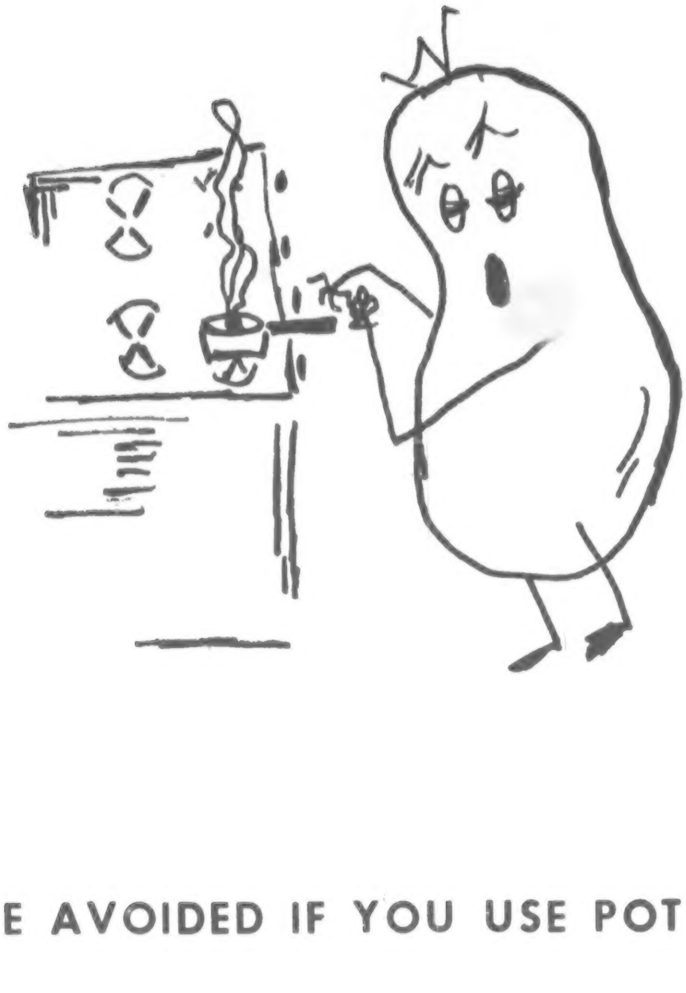
BY CUTTING AWAY FROM YOURSELF!



BE SURE TWO—WAY DOOR

IS NOT COMING YOUR WAY

*53



BURNS ARE AVOIDED IF YOU USE POT HOLDERS

*54

SETTING

INSTRUCTIONS: Use a 5 x 8 card to cover the answer column. Read the information column and write the answer on your worksheet. Move the card to reveal the answer supplied. If you do not understand the question, reread the previous information, then answer again.

ANSWER COLUMN	INFORMATION COLUMN
Move your answer card to the first series of dots.	In setting the table, the most important person to consider is the customer. Each ________________ received enough silver, dinnerware, glassware, and linen to comfortably eat his meal. This service and the space it takes is called a "cover." Setting the cover neatly, conveniently, and attractively is important.
....	The complete service of one person is called a ____________.
CUSTOMER	Each cover should be set as ____________ as possible. The cover should contain adequate service for the meal or menu.
COVER	The service required for the cover will vary, depending on the __________________________.
NEATLY, CONVENIENTLY, OR ATTRACTIVELY, ETC.	The menu or meal ordered or planned for the occasion will vary. The basic service for meals, however, is easily handled. Let's begin by considering breakfast service. The menu will vary--but we will consider a standard breakfast: Orange Juice Bacon--Scrambled Eggs Toast/butter & jelly Coffee What service would be needed to make your customer comfortable? List the service that you would want in the space below. Then see how your answer compares with the list in the answer column.

Answer Column	Information Column
place mat or table cloth napkin dinner plate bread plate cup and a saucer juice glass water glass knife fork spoon	The arrangement of these items is important also. Sketch the way that you would arrange the items. Remember that your main objectives are to make the customer comfortable, to make the setting convenient for the customer and the server.
	Notice that the plate is placed on the place mat or table cloth about one inch from the table's edge. The knife is on the right side of the plate with the cutting edge turned toward the plate. The spoon is on the right side of the knife. The coffee cup and saucer are placed on the right of the spoon with the cup's handle toward the right. The water glass is placed on the right of the center of the cover at the tip of the knife blade. The juice glass may be placed on the right side of the water glass. The fork is placed on the left side of the plate. The napkin is on the left side of the fork with the folded side toward the left also. Toast and jelly may be served on the main plate or on a separate bread plate. Some of the rules which we've learned from this simple breakfast menu will apply for any other meal which we might serve. To review:
	The fork is placed on the _____ side of the plate.
LEFT	The knife is placed on the ____ side of the plate.

Answer Column	Information Column
	The spoon is placed to the right of the ________.
RIGHT	
PLATE OR KNIFE	The above breakfast menu is very easily served and the table service is relatively simple. Now let's progress to a more difficult service. Sketch the service that you believe would be needed for a luncheon menu. (The teacher will give instructions on where to find the menu to be served.)
	When your service for the luncheon menu is correct, practice--using dishes, silver, glassware, and linen to create a cover appropriate for the menu. Use your sketch as a guide.
	You judge the cover which you have completed. If you have followed the principles in this booklet, it will be SETTING PRETTY

TABLE SETTING TECHNIQUES

*55

Instructions: Read the paragraphs. Then answer the questions that follow. Compare your answer to the written answer. If they disagree with the supplied answer on the answer guide, please re-read the paragraphs. Then answer the question again. If problems arise, consult your teacher.

The reasons for having rules in table setting are simple. The main reason is so that mealtime will be as pleasant, satisfying, and enjoyable as possible. The three objectives toward which to work are: (1) comfort of the people eating, (2) convenience for the person serving, and (3) attractive appearance of the table.

QUESTION 1: If the main objectives of table setting were to be written in three words, what would they be?

________________________, ____________________, and ________________

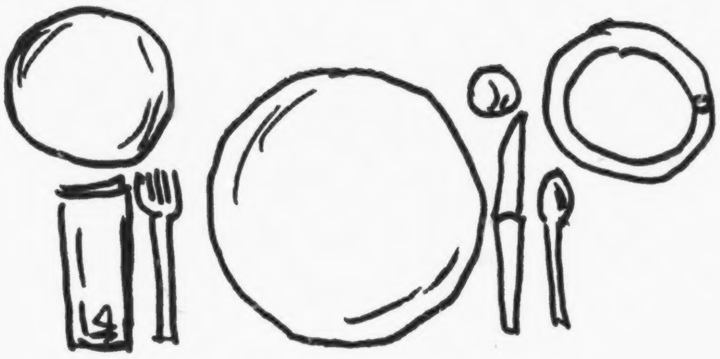
If you take the time to learn the basic rules, your job will be easier whether setting the table for yourself at home or on a food service job. Placement of dinnerware, flatware, and other accessories will soon become a habit. Knowing that you are setting the table according to rules will give you a secure and assured feeling. Last, your correctly set table will look more attractive and orderly, as well as making guests feel more at ease.

QUESTION 2: When placement of table appointments becomes a habit, setting the table is ____________________________ for you.

QUESTION 3: You will feel more ____________________ if you know that you have set the table correctly.

QUESTION 4: The guests or customers will feel more at ________________ or comfortable if the table is set the way they expect it to be.

The following drawing shows a cover correctly set. A cover is a complete service for one person. Notice where each article is placed, then answer the questions, using the drawing as a guide.



QUESTION 5: The main plate is placed in the center of the __________.

QUESTION 6: The water glass is placed at the tip of the knife, while the coffee cup and saucer are placed to the right of the spoons, knife, and close to the center of the table. Answer "yes" or "no". Tell the reason for your answer.

QUESTION 7: The forks are placed to the right of the main plate. Answer "yes" or "no".

QUESTION 8: The ____________________ plate or bowl is placed above the forks and just to the left of the forks.

QUESTION 9: The cutting edge of the knife should be placed pointing toward the ____________________________.

QUESTION 10: How far should the plate be placed from the table edge? ____________________________

QUESTION 11: The napkin may be folded in several different ways. It may be placed in the center of the cover or on the left side of the ______________________________.

As you have learned, the entire service for one person is called a cover. It is also called a "place setting". It consists of the linen (cloth, placemat, napkin), the glassware, the dinnerware, the silver or flatware, and the accessories. Spaces should be allowed to give each person freedom of movement. Usually 20 to 24 inches or more are allowed per person. Each cover is arranged for the comfort and convenience of the guest or customer and the server.

QUESTION 12: A cover or a place setting includes all the service for one person. List everything included in a cover.

QUESTION 13: For the comfort of the guest or customer how much space should be allowed for each place setting?

When choosing table accessories, care should be taken to select those which are well designed. Even inexpensive accessories can be found which are: (1) beautiful, (2) functional, and (3) expressive. Types of accessories are: salt and pepper shakers, sugar bowl and creamers, serving utensils, and those which are considered decorative, such as centerpieces.

QUESTION 14: ______________________________ are those objects which are on the table in addition to the linen, flatware, dinnerware, and glassware. They may be useful or merely decorative.

When plates are served to the guests or customers, they are placed from the left of the person being served. The server holds the plate in the left hand. Beverages are served from the right using the right hand.

QUESTION 15: Food is served from the left side of the person being served with the __________ hand. Beverages are served from the ______ with the __________ hand.

When clearing the table, the serving dishes and flatware are usually removed first. Then service from the individual covers is removed. Remove everything from the left with the left hand, except the beverage; this is removed from the right with the right hand. Remove the plate from the left with the left hand, shift the plate to your right hand, holding the plate behind the guest's back. This leaves your left hand free to pick up the salad plate and the bread and butter plate. Remember to place flatware securely on the plate before removal. It is not considered polite to stack dishes in front of the guests or customers.

QUESTION 16: Practice removing dishes properly. Use a mirror to check your technique. Then have your partner evaluate your method. After practice, demonstrate your clearing techniques to your class group or supervisor.

When you have completed this unit and understand all questions, complete the check-up quiz. Ask your instructor to evaluate the quiz. Discuss.

QUIZ ON TABLE SETTING

1. The ____________________ includes all the service required for one person for a meal.

2. _________________________ may be used to enhance the beauty of the table. They include salt and pepper shakers, sugar and creamers, utensils, and centerpieces.

3. Evaluate the picture of the table setting enclosed. Consider the individual cover, as well as the entire table. Could you improve the setting? How?

4. When serving and when clearing, beverages and containers are removed from the _____________ side of the person being served with the ______________ hand of the server.

5. There should be a space of _________________ between the table edge and the edge of the main plate.

6. The usual position for the napkin is on the __________ side of the forks.

7. Using the diagram provided and the cardboard pieces representing service, set a place setting for one person. (There is adhesive on the back of the pieces.)

____

(Table Edge)

WORKSHEET

1. ______________ ______________ ______________
2. ______________
3. ______________
4. ______________
5. ______________
6. ______________
7. ______________
8. ______________
9. ______________
10. ______________
11. ______________
12. ______________ ______________ ______________ ______________
13. ______________
14. ______________
15. ______________ ______________ ______________
16.

ANSWERS: (1) comfort, convenience, attractive; (2) easier; (3) secure, assured; (4) ease, home; (5) cover; (6) no, all is correct except that the cup is not placed close to the center of the table; (7) no; (8) salad; (9) plate or left; (10) one inch; (11) plate or forks; (12) dinnerware, flatware, glassware, linen, accessories; (13) twenty to twenty-four inches or more: (14) accessories; (15) left, right, right; (16) answers will vary, check with group and with instructor.

TEST FOR SUPERMARKET CASHIER *56

Directions: You find many multiple-priced items in stores; e.g., 3 items for 19¢. Errors in figuring either result in loss of money to the store or a dissatisfied customer. The usual policy is to figure the price fractionally, and then take advantage of all fractions. For example, if an item is priced at 3 for 19¢, the cost of one item is 6 1/3¢, and you charge the customer 7¢. The cost of two items is 12 2/3¢ and you charge the customer 13¢.

Example: Suppose 6 items sell for 15¢. To find the price of one item divide as follows:

15 ÷ 6 = 2 1/2 (the price of one item)

THEREFORE: The price of 1 item is 2 1/2¢ and you would charge the customer 3¢.

2 items, at 2 1/2¢ each, would be exactly 5¢.

3 items, at 2 1/2¢ each, would be 7 1/2¢ and you charge 8¢.

4 items, at 2 1/2¢ each, would be exactly 10¢.

5 items, at 2 1/2¢ each, would be 12 1/2¢ and you charge 13¢.

6 items would cost 15¢, since this is the indicated price.

Practice Exercise:

		How much would you charge a customer who purchased:		
	Group Price	One Item	Two Items	Three Items
1.	2 for 9¢			
2.	4 for $1.			
3.	6 for 39¢			

Your answers to the practice exercise should be: 1. 5¢, 9¢, 14¢ 2. 25¢, 50¢, 75¢ 3. 7¢, 13¢, 20¢.

Supermarket Cashier Test, Continued

Group Price	How much would you charge a customer who purchased:		
	One Item	Two Items	Three Items
10 for $1.			
2 for 33¢			
3 for 25¢			
6 for 89¢			
2 for 7¢			
3 for 99¢			
2 for 49¢			
3 for $2.			
2 for 29¢			
3 for $1.			

Name ______________________________ Number of Correct Answers ___

FOOD PROCESSING SKILLS *57

List of Basic Cooking Terms

Bake - To cook in dry heat, in an oven.

Barbecue - To cook meat or poultry on a grill. A highly seasoned sauce is used to baste.

Baste - To spoon or pour liquid over food as it cooks.

Beat - By hand - A quick, circular, lifting and turning motion with the proper utensil.
Rotary beater - to use an electric or simple mechanical beater.

Blanch - To dip into boiling water to free skins of fruits, etc.

Blend - To mix thoroughly two or more ingredients, until evenly distributed throughout.

Boil - To cook in liquid that has rolling bubbles on the surface, also to raise the temperature of water to 212° F. (at sea level).

Braise - To cook slowly in a small amount of liquid in a tightly covered container.

"Bread" - To roll in bread crumbs to form a coating.

Broil - To cook in a stove under direct heat; on a grill over direct heat.

Brown - Flour - To stir flour in a pan over low heat until brown.

Candy - To cook in a heavy sugar-and-water syrup; or to dip in candied syrup.

Carmelize - To melt sugar slowly to a golden-brown syrup.

Chill - To place in the refrigerator until cooled to 40-45° F.

Chop - To cut into fine pieces with a knife or mechanical cutter. Also see mince.

Coat - To cover completely.

Coddle - To cook slowly and gently in liquid just below the boiling point.

Combine - To mix two or more ingredients together.

Cool - To lower the temperature by allowing to stand at room temperature until all cooking heat has gone.

Cream - To manipulate fat or fat and sugar with a spoon or automatic beater until completely smooth. When creaming by hand, work the fat against the side of the bowl with the back of the spoon or a rubber spatula.

Crumble - To break into fine pieces by using the fingers or a fork.

Cube - To cut into pieces approximately one-half inch on each side.

Cut - To sever with a knife or scissors; divide into parts.

Cut in - To combine fat and dry ingredients using a pastry blender, or by using two knives in a scissorlike motion.

Decorate - To make more attractive by the use of colorful additions, usually applied to sweet foods as with frosting.

Deep fat fry - To cook in enough fat to completely cover food.

Dice - To cut into small pieces approximately one-quarter inch on each side.

Dip - To plunge into liquid or dry ingredient until covered, then remove quickly; also, to ladle.

Dissolve - To combine or mix a solid ingredient, with a liquid, until they form a solution.

Dot - To cover with small particles, as to dot with butter.

Dredge - To roll in or sprinkle with a dry substance.

Flour - To dredge with flour; or to shake in a bag with flour.

Flake - To break into small pieces with a fork, being careful not to mash the pieces.

Flute - To make an edge in a scalloped effect, used for pie crust.

Fold - To combine ingredients with a spoon or spatula; slowly cut down through the center of the ingredients, move the spoon across the bottom, then up the side, lifting and turning it over and back into the center. Revolve the bowl while doing this until all ingredients are combined.

Fry - To cook in fat or oil not deep enough to cover, until brown and tender.

Garnish - To decorate with touches of a colorful, light food such as parsley, paprika, or tomato slices. Usually used with non-sweet foods.

Grate - To scrape into small pieces on a rounded or flat surface that has tooth-edged punctures.

Grease - To rub with fat or oil.

Grind - To reduce to small pieces by crushing with a bladed device, turned by a handle or automatically.

Hull - To remove the stem and cap from berries; also to remove husks and silks from corn.

Julienne - To cut into pieces the size and shape of match sticks, as with potatoes.

Knead - To work dough with the hands by folding and pressing. Raise the back portion of the dough, bring it up and forward to the center, press it with the heels of the hands; turn the dough one-quarter way around and repeat. Continue until the dough is smooth.

Leaven - To make light, by an agent such as yeast or baking powder.

Level-off - To move the level edge of a knife or spatula across the top edge of container, scraping away excess mixture.

Marinate - To soak with and let stand in an oil-acid mixture.

Mash - To pulverize by pressing and working with a wire or flat-headed device.

Mince - To chop into very fine pieces with a knife or other cutting device.

Mold - To make into a specific shape or form.

Pan-broil - Usually meat - to cook uncovered in a hot, ungreased pan, pouring off grease as it deposits from the food.

Pan-fry - To cook in a small amount of fat.

Parboil - To pre-cook partially in boiling water.

Pare - To remove the skins of fruits or vegetables by cutting with a knife or other bladed device.

Peel - To strip off rind or skin in ribbons. Also to remove shell from egg.

Poach - To cook in boiling water or steam until coated with a thin film.

Pit - To remove the stone or seeds from fruit.

Pre-heat - To heat a pan or the oven before using.

Pressure-cook - To cook in a utensil, constructed to hold steam in, thus creating pressure.

Puree - To make smooth and semi-liquid by rubbing through a sieve or using an automatic blender.

Render - To melt the fat from connective tissues by cooking at a low temperature.

Roast - To cook uncovered in dry heat without adding moisture. Usually done in an oven, but occasionally in ashes, under coals, or on heated stones or metals. Generally refers to meat but may refer to other foods, as potatoes, corn, or chestnuts.

Saute - To cook in a small amount of fat until lightly browned and tender.

Scald - To heat to a temperature just below the boiling point. Also, to subject to the action of boiling water as for tomatoes or other fruits, to kill germs.

Scallop - To bake in a casserole, usually with crumbs; also, a fluted edge.

Sear - To brown the surface quickly over high heat.

Season - To make palatable by adding salt, pepper, or spices.

Shallow fry - To fry in a frypan or skillet in fat about 1 inch deep.

Sift - To put through a fine sieve.

Simmer - To cook in a liquid, keeping below the boiling point.

Singe - To remove the hair or down from poultry by passing it over a flame.

Slice - To cut in thin pieces.

Sliver - To shred in long, thin pieces.

Smother - To cook one food thickly covered with another.

Sprinkle - To scatter fine substances so that they fall in separate particles.

Squeeze - Usually fruit, to put pressure on the sides, to extract juice.

Steam - To cook covered, over boiling water, with or without pressure.

Steep - To let soak in a hot liquid, kept below the boiling point, to extract flavor.

Stew - To boil slowly.

Stir - To change the position of ingredients by a circular or zigzag motion.

Stuff - To pack a mixture into a cavity.

Thaw - To bring to a temperature above freezing.

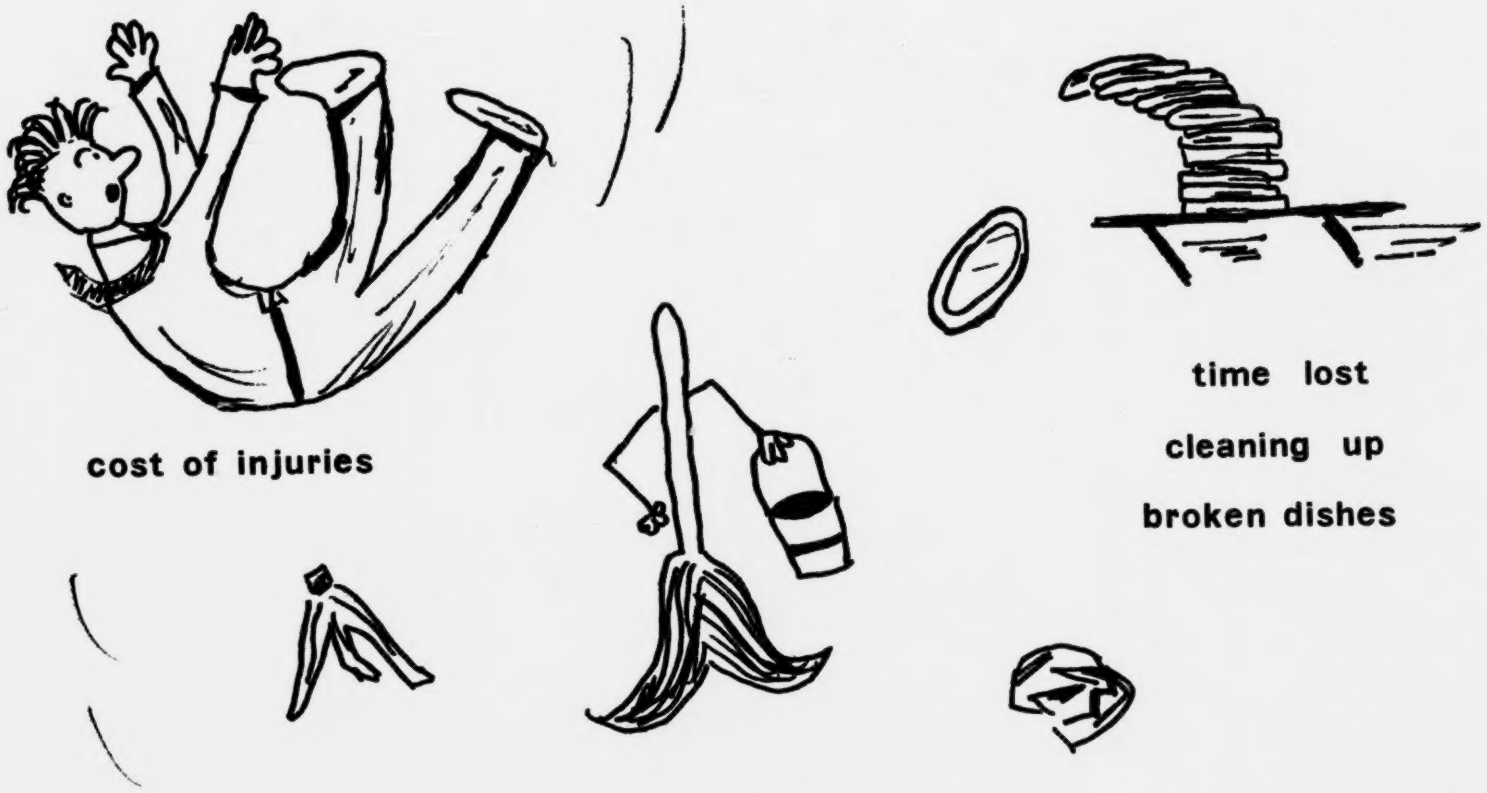
Truss - To secure the wings and legs of a bird with pins or twine.

Toss - To mix by a lifting motion, using two implements.

Unmold - To loosen and remove from a container.

Whip - To incorporate air into a mixture by beating with a brisk, even motion.

HOW MUCH DOES CARELESSNESS COST?


cost of injuries
time lost
cleaning up
broken dishes

bulletin board

DO MISTAKES HAVE MONEY VALUE?????????? *59

Put a check on this:

1. Add salt in place of sugar to a quantity cake recipe intended to serve 300 persons. Figure the ingredients used for the cake and icing and the total loss in money.

2. If you mis-read the recipe and put four times as much salt in a recipe of scalloped chicken which was to serve 600 persons, what would the total cost be?

   1 pan serves 30 persons and costs $6.00

   20 pans serve 600 persons and cost: $________

   So salt, which only costs approximately 5¢ per cup, can waste $____________ in ingredients alone.

3. What other costs would be involved? (Time of the cook, dishwashing time, preparation of alternative food, customer satisfaction, etc.)

YOU DESERVE A BETTER BREAK......THAN THIS!!!!!!

One restaurant reports that breakage is an expensive item. A busboy can carry 8 place settings on a tray. What does it cost if he drops the tray and breaks everything?

1 dinner plate	$.80	X 8 =	$_______
1 bread and butter plate	.30	X 8 =	_______
1 cup and saucer	.90	X 8 =	_______
1 water glass	.50	X 8 =	_______

Total cost of dishes on the tray ....$_______

Who is the loser? Who pays???????????????

1. Some restaurants have workers pay a percentage of the cost.
2. Other restaurants pay all costs of breakage but allow only so much breakage.
3. Some restaurants post record charts of breakage and reward those with the least breakage.
4. Some restaurants try to determine why employee has breakage...is the tray too heavy, does he hurry, is he careless, or does he have an emotional problem with which he needs help?

(Information from Memorial Union Food facilities, Purdue University.)

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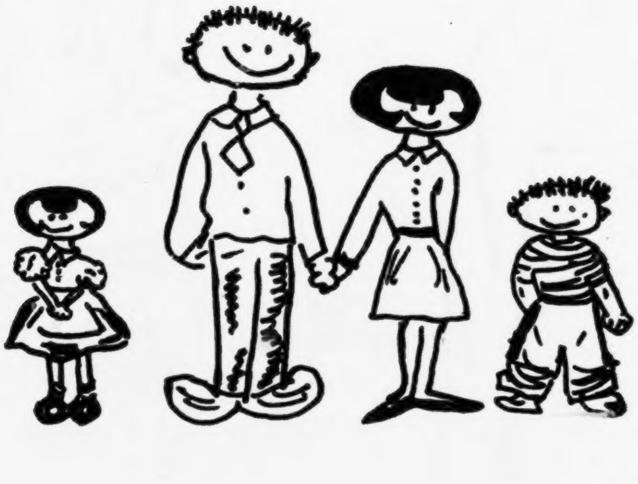
HOW ARE THESE NEEDS MET BY FAMILIES?

love

security

belonging

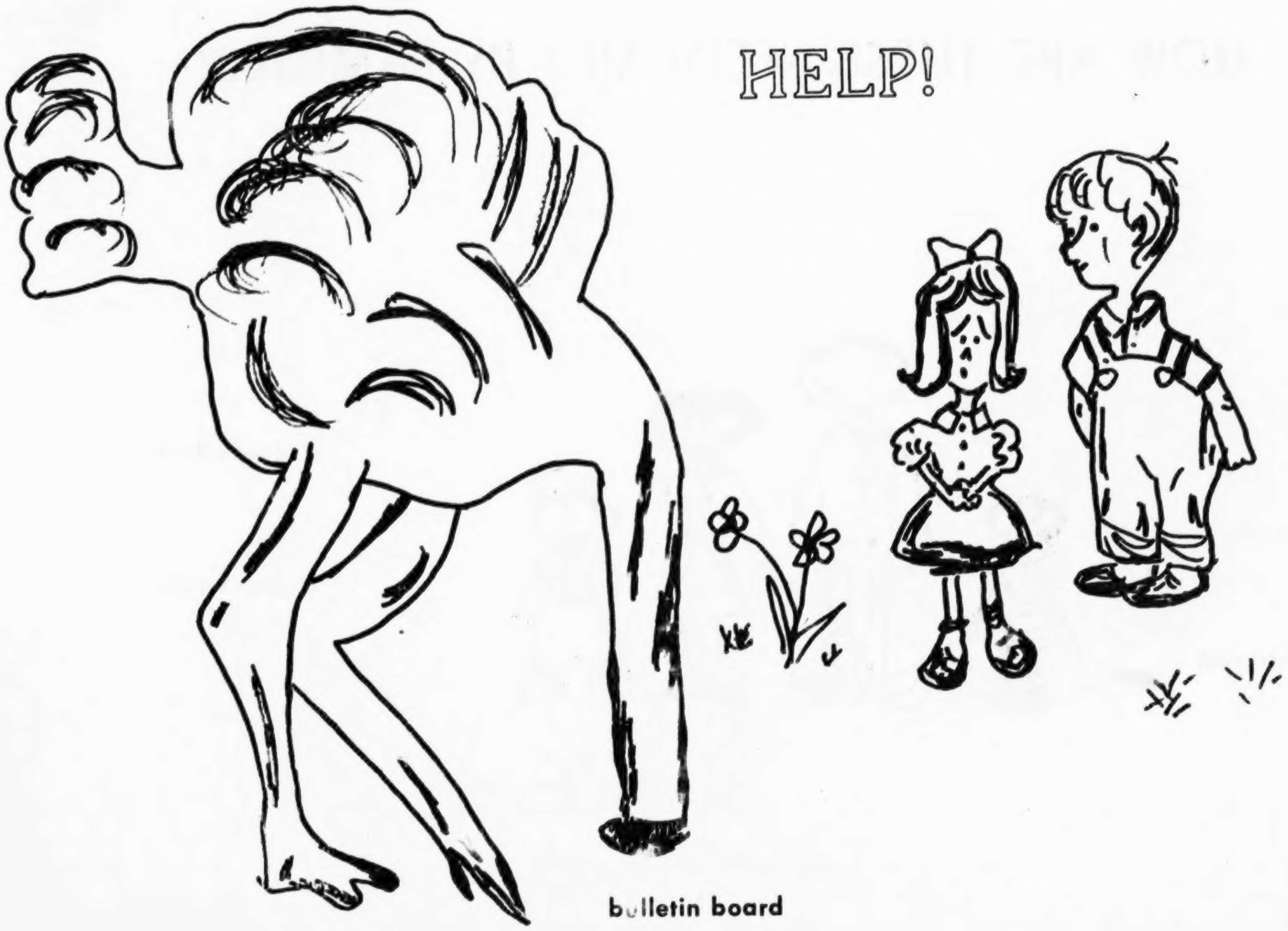


recognition

achievement

bulletin board

*61



bulletin board

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Script for: COMMUNITY JEOPARDY *62

(Setting: Ostrich with head in ground. His two friends come up and talk.)

Girl..... Hey - what's wrong with him?

Boy...... Oh--he's on a sleep-in--he's down in the dumps.

Girl..... Gee--why?

Boy...... Some kick he has about 'nobody loves him'--'what a terrible city to live in' and 'nobody to help a guy who is down and out'. He thinks he might as well put his head in the ground and forget the world--it has forgotten him.

Girl..... Man! What a lousy attitude. Can't expect anyone to help him as long as he feels that way.

Boy...... Yeah, you're right, as usual.

Girl..... Of course I am. Gosh, I have an idea. I have a game here I just bought--it's called Community Jeopardy. Be a whiz and take the Community Jeopardy quiz. Maybe he will play?

Boy...... No--he's too busy feeling sorry for himself to play games.

Girl..... Shucks.

Boy...... Say, let's play...it's too early to go home.

Girl..... HOME--hey, that's the first word--what does it do for people? (Show transparency "HOME IS WHERE YOU:")

Boy...... That's easy...a home is where you get fed, keep your things, go to sleep, get medicine when you don't feel good, and find love.

Girl..... Don't forget you learn there, too...manners, how to play games and how to get along with the rest of the kids.

Boy...... You would have to bring up the kids...I guess home is where they get security, huh?

Girl..... Right. Now, how about the kids...in case they need help that the home can't give them, what do they do then? (Show transparency "CARE OF CHILDREN".)***

Boy...... Mrs. Lamb takes Mary and Sam over to the Day Care Center while she works every day. They get really good care there --even security.

Girl..... There are lots of neighborhood day care centers for mothers who have to work and can't afford a good baby sitter like me! Also there is the Child Welfare Board that cares about kids and their kinds of problems.

Boy...... Let's forget about little kids...what about people like us? I'm too big for a day care center. Is there some sort of center for bigger kids?

Girl..... Tell me, Mr. Smart...what does a Neighborhood Center do? (Show transparency "NEIGHBORHOOD CENTERS".)

Boy...... Well, Miss Teacher--all kinds of things. The one in the next block has parties and dances for young people, hobby groups, and even study help for kids who need it. They have lots of things to do for all ages.

Girl..... Cool. But something you might not know is they also help families in emergencies...when someone really needs help.

Boy...... The best thing is that these places are in your own neighborhood...you don't have to stow-away on a bus to get there... speaking of breaking the law, what happens to kids who have gotten in trouble with the law?...is there any help for them?

Girl..... You're a mind reader.

Boy...... Well--your mind is rather easy to read!

Girl..... Oh, shut up! Since you brought it up, how does the community help a person who has been in trouble or might get in trouble with the law? How does it help correct the problems? (Show transparency "CORRECTIONAL".)

Boy...... Gee, let me think.

Girl..... Don't hurt yourself.

Boy...... I don't know too much about it, except that the state and county have people who counsel with the kids and help them if they have had trouble with the law. There is a school for boys and one for girls that help them get back to normal if they have had problems like that. They want everyone to adjust to normal living and they give help in learning--maybe preparation for a job. There's a Youth Commission which really tries to help kids who may be serving time for some kind of crime. (Show transparency "HEALTH".)

Girl..... Say...the next answer is HEALTH...What do community health agencies do?

Boy...... Hmmm...there are so many I don't know where to begin. Some help special groups like crippled children. Others help improve speech, hearing, and sight. And there are health departments, where you can take babies for shots, and maybe a nurse will come to your house if your mother is too sick to take care of your family. Most of these services are free and they really want to help you stay well, and also help you if you do get sick.

Girl..... You're scoring high. But I'll bet you miss the next one.

Boy...... Wanna bet? You're just jealous because I know more than you thought I did and you can't tell me anything.

Girl..... All right...how about this? (Show transparency "PREGNANT GIRLS AND WOMEN".)

Boy...... I know there are clinics for pregnant women.

Girl..... Right, and sometimes a girl is pregnant and she isn't married. People want to help her. There are several places right here in this city...the Florence Crittenton Services and the church social services will take care of her and help her make decisions about her future. Some places even help a married woman plan her family or help her get clothes and things for the coming event.

Boy...... Whew! I feel as if I need a psychiatrist after this session.

Girl..... Do you really? Well...maybe I can help you..let's see now...

Boy...... Never mind. When I want help, I want a real shrink!

Girl..... Oh, well...that's next. (Show transparency "COUNSELING, MENTAL HEALTH, AND RETARDATION".)

Boy...... Gee...that's a tough mixture..all are different.

Girl..... Of course they are...they are grouped together because they all involve a lot of personal counseling.

Boy...... O.K...The different churches in the area offer counseling for people with problems. There are mental health clinics and hospitals which do a lot of good and have professional people on their staffs. There is lots of help for retarded children...special classes and social activities and all that.

Girl..... Good...you're doing better. Speaking of activities, what groups provide for lots of youth ACTIVITIES?

Boy...... This I'm going to like. Here is where we really have some advantages. The scouts, the churches, the city recreation department, the YMCA--there is something going on anywhere you live and for free. This reminds me, our ball team needs some advice...that landlord is still mad about his window being broken.

Girl..... That's right. I guess you might want to see the man who represents the Legal Aid and Defender Society. He will tell you what your rights are and maybe keep on your toes as to what you can expect from landlords, businessmen, and so forth. This is really part of SPECIAL PROBLEMS. (Show transparency.) Can you tell me what some other groups are who help people with special types of problems?

Boy...... Well, the court of domestic relations also would help a guy with legal problems. Then there are housing authorities, and groups to help you get a job or learn a trade...like the Youth Opportunity Center, or Neighborhood Youth Corps.

Girl..... Now the last one is GENERAL WELFARE. (Show transparency.)

Boy...... General who?

Girl..... Silly...it just means all kinds of help for families in need.

Boy...... Oh, yes, there is the welfare department, which has special rules but does help you when you qualify. Also places like Salvation Army, the Red Cross, Veterans Groups, and others... especially if you are hungry and need help in a hurry. You could find out where they are by calling places like newspaper offices, church secretaries, or city government offices. Nobody wants people to go hungry.

Girl..... Which reminds me...I'm hungry. Let's go home and eat now. I'll bring back a nice big meal for sleeping beauty.

Boy...... Great..thanks for the game. I'm glad to live around here.

Girl..... Me too. See you later.

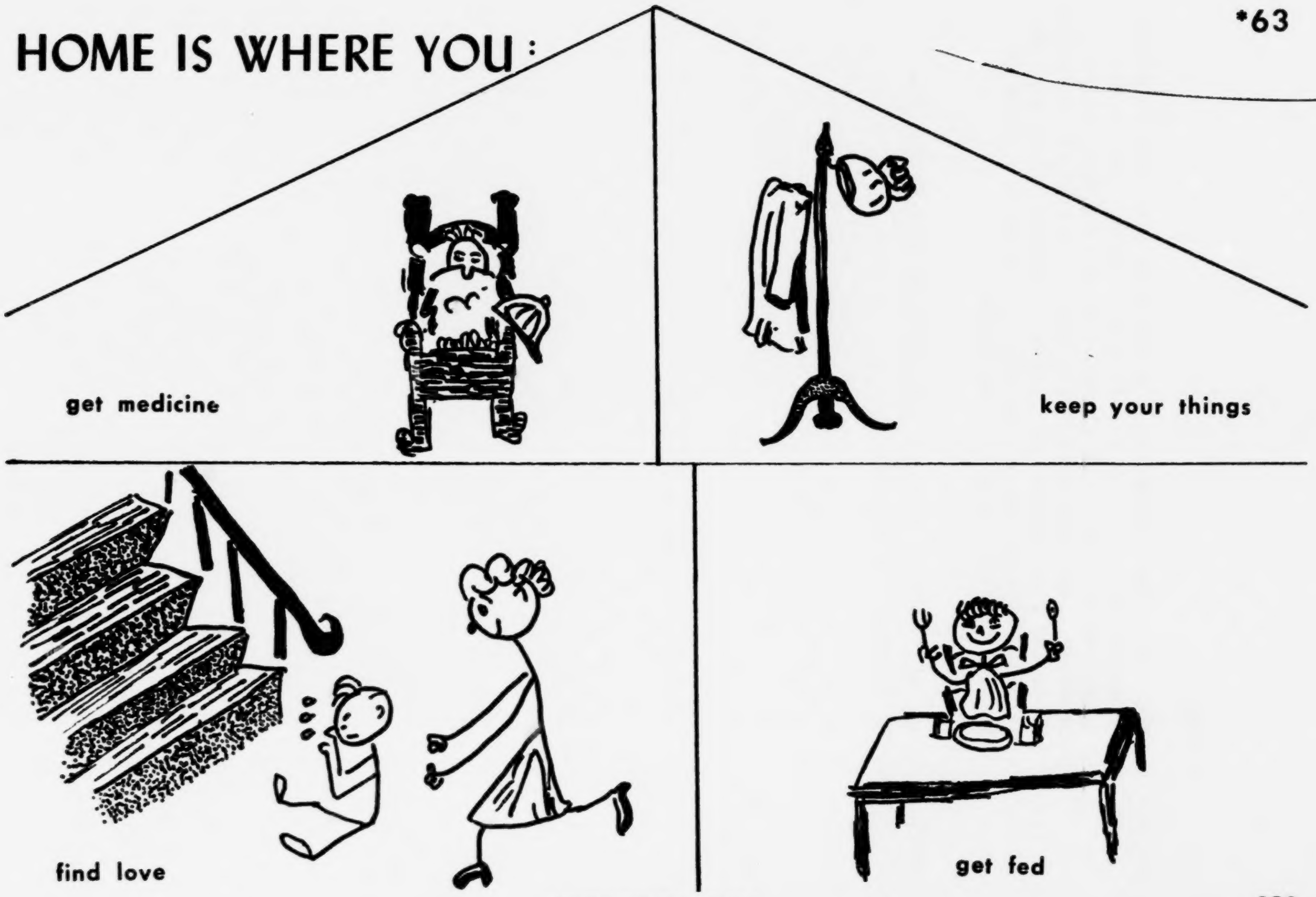
Boy...... Bye.

Ostrich.. Gosh...do I feel ashamed! I'm going to quit feeling sorry for myself and get busy and find some help. Say, I've thought about some other groups that are helpful in the community...the kids forgot all about the library, schools, police and fire protection, public transportation, and the mailman. It is a great community...I think I'm going to see if I can help make it even better!

***The teacher will provide her own transparency masters for the "Community Jeopardy" divisions.

*63

HOME IS WHERE YOU:


get medicine
keep your things
find love
get fed

transparency

WHERE CAN I GO? *64

Directions: Some problems and needs of families are listed in the left-hand column. Match the problems and needs with the places where people can go for help. Names of agencies may be used more than once.

Problems and Needs of Families

___1. Care of small children
___2. Family recreation
___3. Adult counseling
___4. Family health services
___5. Pregnant girls and women
___6. Activities for youth
___7. Decent place to live
___8. Job training for young people
___9. Young people in trouble with the law
__10. Disagreements with landlords or businessmen
__11. General welfare
__12. Care of the aged

Names of Agencies

A. Scouts
B. Florence Crittenton Services
C. Health Department
D. Central Community Center
E. Youth Commission
F. Day Care Center
G. Y.W.C.A. or Y.M.C.A.
H. Planned Parenthood Association
I. Legal Aid & Defender Society
J. Mental Health Clinics
K. Public Library
L. Neighborhood House
M. County Welfare Department
N. Metropolitan Housing Authority
O. Public Schools
P. Urban League
Q. Home for the Aged
R. Neighborhood Youth Corps
S. Area Churches
T. Salvation Army

Teacher's Guide *65

The teacher needs all the usual qualities of a good teacher plus some additional insights in teaching this unit on Sexuality of Individuals.

The teacher must:

Recognize that she has to begin where the learner is. She accepts the fact that the students may have had experiences that she has not had. However, she understands meanings and emotions which they may not realize.

Plan for activity experiences and capitalize on every opportunity to stimulate interest on their part. Her room will be attractive and suggest activity. The bulletin boards will not only be colorful and interesting, but will serve as a focal point for *specific* learnings.

Use terms and language which the students understand. Make every effort to communicate with them in ways other than just talking. She will help them to find alternate words to use for terms which appear too difficult.

Plan for flexible activity in each lesson, and not be as interested in the end product as in the process itself.

Show femininity herself, with a positive attitude toward womanhood; show compassion and understanding without judgment; and have a healthy acceptance of her sexuality as a part of her total personality and being.

Be at ease in teaching sexuality and have built up a good rapport with the students.

Suggested references for the teacher include:

Gorsuch, J. "An Experiment in Sex Education," *Reader's Digest*, November 1967, pp. 138-142.

"Family Life Education Provides a Needed Perspective for Human Behavior," *School Health News*, Fall 1965.

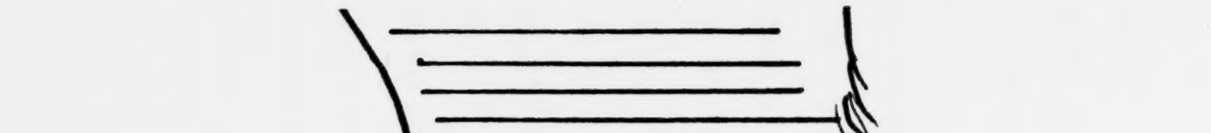
Manley, H. "Sex Education: Where, When, and How Should It Be Taught," *Journal of Health-Physical Education-Recreation*, March 1964.

SIECUS Publications (Sex Information and Education Council of the United States)

Christensen, H. T., Ed. *Handbook of Marriage and the Family*, (Chapter 15 specifically) Chicago: Rand McNally & Co., 1964.

*66

SEX : sense and nonsense



bulletin board

VOCABULARY LIST

*67

Place a check in the column which indicates whether the male or the female is primarily concerned with the word. If it applies equally to both indicate by a check in the "Both" column.

	Male	Female	Both
1. Cervix			
2. Chromosomes			
3. Contraceptive			
4. Delivery			
5. Embryo			
6. Fertilization			
7. Fetus			
8. Genes			
9. Genitals			
10. Labor			
11. Menstruation			
12. Nocturnal emission			
13. Ovary			
14. Ovulation			
15. Ovum			
16. Penis			

	MALE	FEMALE	BOTH
17. Placenta			
18. Sexuality			
19. Sperm			
20. Spermatozoa			
21. Stillbirth			

POWERFUL FORCES *68

FORCES:	Can we control? Yes	No	Why control?	Ways to control	Reasons behind lack of control
Automobile speed					
Anger					
Fear					
Desire for: Dope					
Alcohol					
Sex					
Cigarettes					

286

transparency

69.

V.D.: A Teenage Health Problem

Programmed Learning

V.D.: A TEENAGE HEALTH PROBLEM

DIRECTIONS: This is a new kind of booklet prepared especially for you. Each part of this booklet is a frame and is numbered. Read the information in the frame, then answer the question following this information. Let's do one together before you try to work the ones in the book.

Frame 1. Jane met Tom at a sock hop last week. They danced every dance and had a swinging time.

Jane met Tom at a ________________________ last week.

****

Answer: 1. ____________________

If you wrote in "sock hop" you answered this frame right.

Another kind of question in this booklet asks you to mark yes or no for your answer. Let's work through this kind of frame.

Frame 2. Tom had lots of fun with Jane at the sock hop and asked to walk her home. On the way home, they stopped at the BBF and had a Coke.

Jane and Tom stopped at the BBF for a Coke on the way home from the sock hop. 1. _______ Yes 2. _______ No

****

Answer: 1. _______ Yes 2. ______ No

Work through each of the frames in the booklet. First read the information and then try to answer the questions. When you have completed all the frames, check your answers with those on the Answer Sheet at the end.

Frame 1. You are going to learn about two diseases that many people have had and are continuing to catch in the United States. These diseases have killed millions and continue to cripple or blind millions of others. Gonhorrhea and syphilis are the names of these venereal diseases.

The diseases we are going to learn about are ____________________ and ____________________.

Frame 2. "Siff", "pox", "lues", or "bad blood" are other names that people sometimes call syphilis.

Syphilis is the same as "siff", "pox", "lues", or "bad blood".

1. ______ yes. 2. ______ no.

Frame 3. Gonorrhea may be called "clap", "dose", "gleet", or "morning drip".

"Clap", "dose", "gleet", or "morning drip" are other names for ________.

Frame 4. One out of five reported cases of venereal disease in this country is a teenager. Venereal disease or VD is just another word for syphilis and gonorrhea.

VD is a health problem for teenagers as teenagers are the victims of many of the reported cases of VD in the United States each year.

1. ______ yes. 2. ______ no.

Frame 5. Syphilis and gonorrhea are two diseases called venereal diseases or VD.

Another name for syphilis and gonorrhea is ______________________.

Frame 6. VD is spread by a person having sex relations with someone who has the disease.

A person could catch VD by having sex relations with someone who has VD.

1. ______ yes. 2. ______ no.

Frame 7. Syphilis and gonorrhea are spread by germs when a person has sexual intercourse with someone who has the disease.

Syphilis and gonorrhea are spread by ______________________________.

Frame 8. The germs that spread VD live for a few seconds outside the body. You do not catch syphilis or gonorrhea from public toilets, doorknobs, drinking cups, eating utensils, or by shaking hands with someone who has the disease.

Syphilis and gonorrhea are spread during sex relations, rather than by public toilets, doorknobs, drinking cups, eating utensils, or by shaking hands with someone who has the disease.

1. _______ yes.   2. ______ no.

Frame 9. Once in awhile, someone catches syphilis by kissing another person who has an open syphilis sore on his or her mouth. This does not happen very often. Both syphilis and gonorrhea are usually spread by a person having sexual intercourse with someone who has the disease.

You usually catch syphilis or gonorrhea by having ____________________ with a person who has syphilis or gonorrhea.

Frame 10. Syphilis and gonorrhea are not spread by public toilets, drinking cups, eating utensils, or by shaking hands with someone who has the disease. Venereal diseases are spread by germs from someone who has the disease. The diseases are spread during sexual intercourse.

A person can catch syphilis or gonorrhea by germs spread while having sexual intercourse with someone who has VD.

1. ______ yes.   2. ______ no.

SYPHILIS

Frame 11. The first sign of syphilis shows up where the germ entered the body of the person catching syphilis. This sore usually appears in 20 to 90 days after having sex relations with someone having syphilis.

The first sign of syphilis is a sore where the germ entered the body.

1. ______ yes.   2. ______ no.

Frame 12. A sore on or around the sex organs is usually the first sign of syphilis. The sore will go away if it is not treated.

The first sign of syphilis is a ________________ on or around the sex organs.

Frame 13. This sore will go away but the person will still have syphilis if not treated by a doctor.

If this sore goes away, the person would be cured of syphilis.

1. ______ yes. 2. ______ no.

Frame 14. The second stage of syphilis is a rash on some parts of the body. Sore throat, fever, headache, and bald spots may also develop.

Signs of the second stage of syphilis are a ______________, ____________,
___________________, ________________________, and ____________________.

Frame 15. Someone could have some or all of these signs and not have syphilis. A doctor's examination is needed to know if a person has syphilis.

You should go to a doctor for help if you think you have syphilis.

1. ______ yes. 2. ______ no.

Frame 16. These signs of syphilis will go away with or without treatment, but the disease is still there if it has not been treated. The disease works inside the body and causes the person to be mentally ill, to become crippled, to go blind, to have heart disease, or to die.

A person who has syphilis will have it until he or she is treated by a doctor.

1. ______ yes. 2. ______no.

Frame 17. Syphilis can cause a person to lose his mind, to be crippled, to be blind, to have heart disease, or to die if it is not cured by a doctor.

Syphilis can cause a person to lose his mind, to be crippled, to be blind, to have heart disease, or to die if it is not treated by ________________.

Frame 18. The doctor can take a little bit of your blood and test it to see if you have syphilis. This is why most states have people take a blood test before they are married.

A doctor can test a person's blood to see if he has syphilis.

1. ______ yes.   2. ______ no.

Frame 19. If a woman has syphilis, she can pass it on to her baby and cause it to be born dead, crippled or scarred.

If a pregnant woman has syphilis, she can give it to her __________.

Frame 20. Only a doctor can tell if a person has syphilis. The first thing to do if any of the signs appear, after having sex relations, is to go to a doctor for help.

A __________________ is the first person to go to for help if one thinks that he might have syphilis.

GONORRHEA

Frame 21. Gonorrhea is a venereal disease. Venereal diseases are spread by a person having sexual intercourse with someone who has the disease.

Gonorrhea is spread by a person having sexual intercourse with someone who has the disease.

1. ______ yes.   2. ______ no.

Frame 22. The signs of gonorrhea may show up in three to five days after having sex relations with someone who has gonorrhea. The signs are usually a pus discharge from the sex organs and a painful burning during urination.

Signs of gonorrhea show up in _____to________ days after having intercourse with someone who has gonorrhea.

Frame 23. Gonorrhea is very painful for a man so he will usually go to a doctor for relief.

Gonorrhea is very painful for a man.

1. ______ yes.   2. ______ no.

Frame 24. A woman does not usually have the signs of gonorrhea that a man has, so it is much easier for her to have the disease and not know it.

A woman usually does not have a pus discharge from her sex organs or a painful burning during urination, so it is much easier for a __________ to have gonorrhea and not know it.

Frame 25. A woman does not often have signs of gonorrhea. Because she does not have these signs, she can give it to men during sex relations and not know that they are catching a dangerous disease.

A woman can give a man gonorrhea during sex relations and not know it.

1. ______ yes. 2. ______ no.

Frame 26. If a pregnant woman has gonorrhea, the germs can get in the baby's eyes during birth and cause it to be born blind. So this does not happen, the law makes doctors put a certain kind of drops in a baby's eyes soon after birth.

A woman with gonorrhea could have a baby born _____________ if the doctor did not put a certain kind of drops in the baby's eyes soon after birth.

Frame 27. If gonorrhea is not cured, it can cause a man or a woman to be unable to have children.

If not cured, gonorrhea can cause a man or a woman to be unable to have children.

1. ______ yes. 2. ______ no.

Frame 28. Gonorrhea can cause a person to be unable to have children, to have heart trouble, or to be crippled.

If it is not cured, ________________ can cause a person to be unable to have children, have heart trouble, or to be crippled.

SUMMARY

Frame 29. You cannot tell by looking at a person if he has gonorrhea or syphilis.

Can you tell by looking at someone if he has gonorrhea or syphilis?

1. ______ yes. 2. ______ no.

Frame 30. Only a doctor can cure a venereal disease. A person should go to a doctor or the health department venereal disease clinic at once if he thinks he might have syphilis or gonorrhea.

A person should go to a doctor or the health department venereal disease clinic at once if he thinks he might have syphilis or gonorrhea.

1. ______ yes.   2. ______ no.

Frame 31. Medicine that will cure gonorrhea or syphilis can only be gotten from a doctor. A person cannot buy a quick cure for these at the drug store without a prescription from a doctor.

A person must have a prescription from a doctor to buy medicine that will cure syphilis or gonorrhea.

1. ______ yes.   2. ______ no.

Frame 32. Free medical help for syphilis or gonorrhea is available from the health department. This is paid for in taxes and is there to protect the health of all citizens.

Free medical help is available at the health department for syphilis or gonorrhea.

1. ______ yes.   2. ______ no.

Frame 33. The person who has the disease needs treatment, just as the person catching it. A person having VD should tell the doctor the names of all the people with whom he has had sex relations.

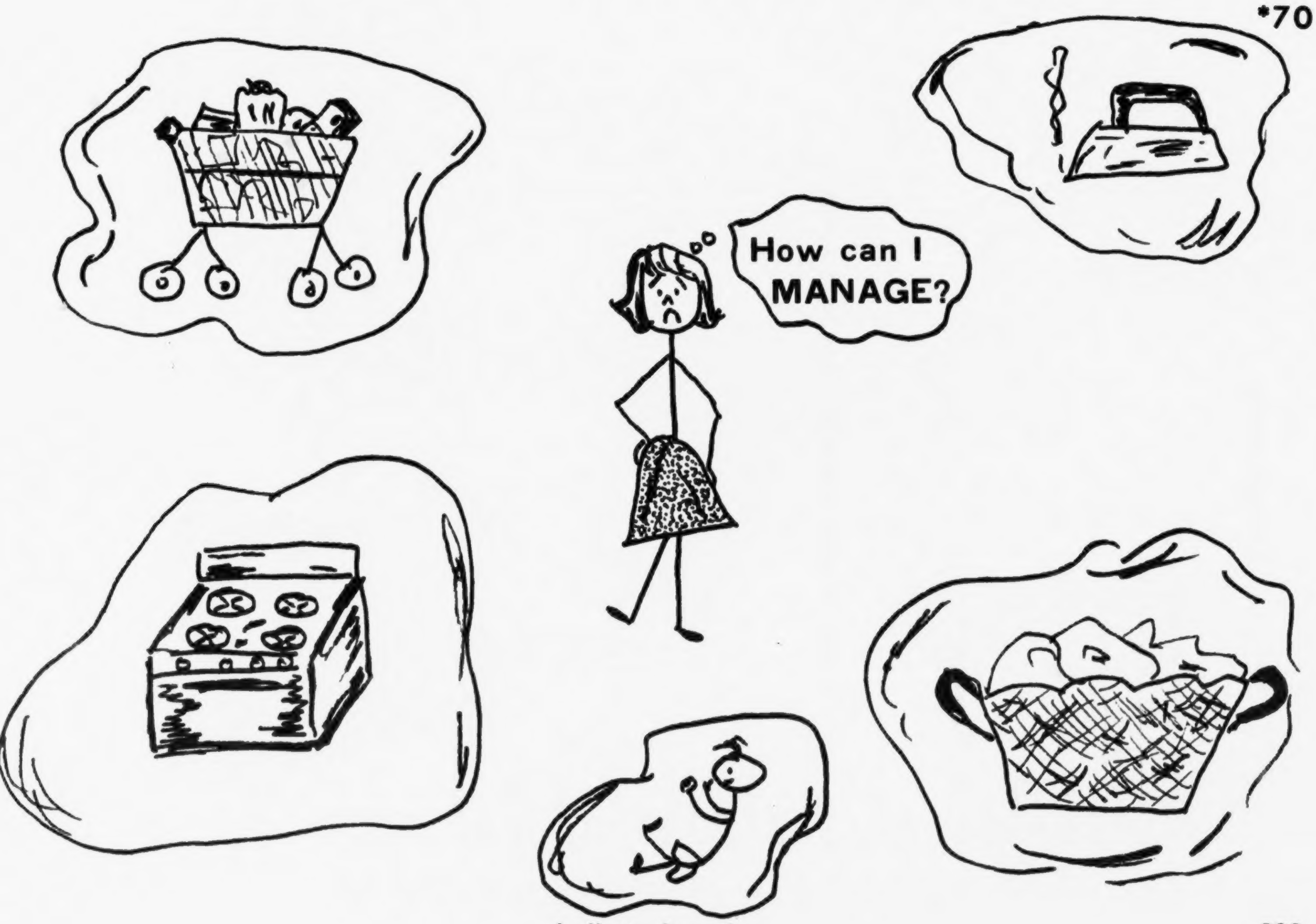
A person should tell the doctor the names of all people with whom he has had sex relations so that these people can be treated.

1. ______ yes.   2. ______ no.

ANSWER SHEET

1. Gonorrhea and syphilis
2. Yes
3. Gonorrhea
4. Yes
5. VD
6. Yes
7. Germs
8. Yes
9. Sexual intercourse
10. Yes
11. Yes
12. Sore
13. No
14. Rash, sore throat, fever, headache, and bald spots
15. Yes
16. Yes
17. Doctor
18. Yes
19. Baby
20. Doctor
21. Yes
22. Three (3) five (5)
23. Yes
24. Woman
25. Yes
26. Blind
27. Yes
28. Gonorrhea
29. No
30. Yes
31. Yes
32. Yes
33. Yes

*70


How can I MANAGE?

bulletin board

HOUSEKEEPING: FAMILY RECORD

*71

Is mother employed outside the home? _________

Directions: In the Day column, list the family member who did the job that day and the approximate time that it took him. Do this for _____ days.

Job and Description Days	1	2	3	4	5	6
Meal Preparation (table setting, cooking, serving each meal of the day)						
Dishwashing (the whole cycle from clearing table to cleaning sink, counters)						
Physical Care of Children (all physical care including help with homework and chauffering, but not just playing with or checking on them)						
Clothes Washing (gathering, sorting, spot removing, washing, rinsing, drying)						
Ironing (sprinkling, ironing, folding, putting away)						
General Weekly Cleaning						
Floor Care (washing, waxing)						
Bed-making						
Taking Out Trash						
Cutting Grass						

*72

WHO TAKES OVER FOR MOM ?

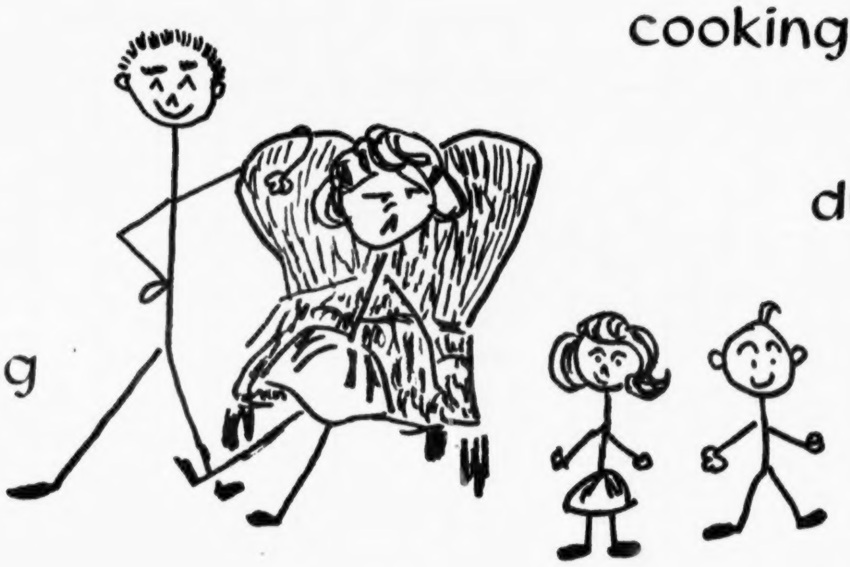
cooking

ironing

dusting

dishwashing

cleaning



bulletin board

WHY YOU SPEND MORE OR LESS TIME THAN OTHERS* *73

You may spend more than average time in your household to do the work of the home if you:

- Have no pressures to get the work done
  With little work to do and much time to do it, there may be no need for reducing the work time.

- Have inexperienced help with your work
  If a young son or daughter does a job, it may take longer than if you do it; but you may be more interested in his learning to work than in getting the job done quickly. You may need the help and not be concerned that it takes longer.

- Have little or no automatic equipment
  For example, washing clothes in a wringer-type washer takes more time than using an automatic washer.

- Are past middle age
  We all slow down, some sooner than others, as we grow older.

- Have high standards of work
  Possibly you do not mind working a long time at a job, because a job "well done" gives you a strong feeling of satisfaction.

- Like the work
  You may spend more time doing those jobs that you like. This may be because you want to prolong the pleasure of the job, or because you have a high standard for the job.

- Have a health problem in your family
  In addition to the time you spend for physical care of the person who is ill, you may need more time for many homemaking tasks.

- Have many interruptions in your work
  It takes time to start and stop a job.

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* From: Walker, Kathryn, "New York State Homemaking Work Units." Cornell Miscellaneous Bulletin 28, 1958 (out of print).

WHY YOU SPEND MORE OR LESS TIME THAN OTHERS (continued)

You may spend less than average time in your household to do the work if you:

Have good equipment
This is especially true if you have automatic equipment.

Plan your work
Time saved by planning ahead can be applied to getting the work done.

Have no help with your work from family members or others
If there is much work to do, and no one to help, you may have found ways to make the work easier.

Dislike the work
You may have found a way to get the job done more quickly because you do not enjoy it, or you may be less concerned with doing the work as thoroughly as others do.

Are relatively young, yet an experienced worker
The heavy work load usually comes at the time when children are small and the homemaker is young.

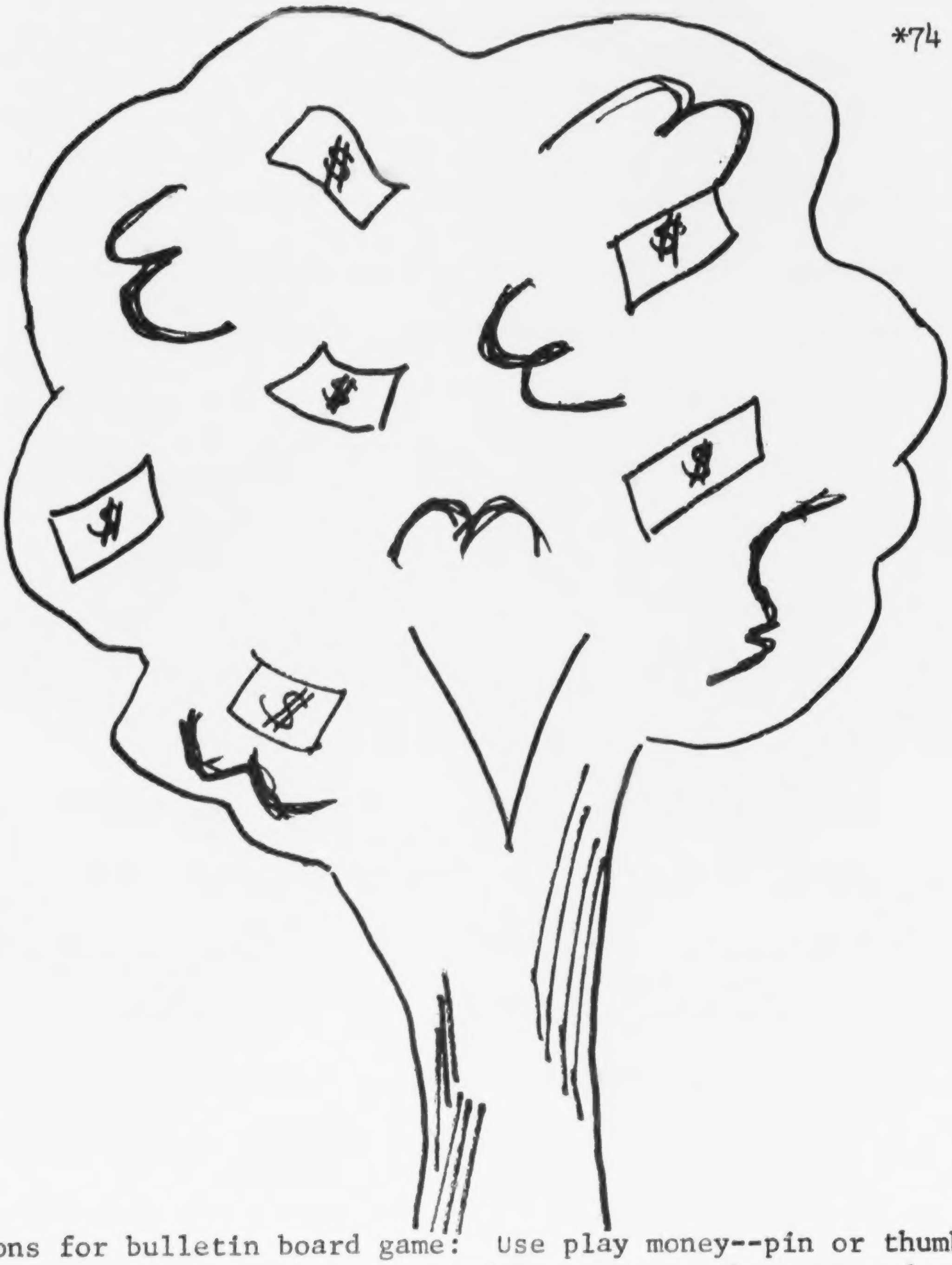
Have time pressures
When there is much to do in a day, you may have found ways of doing work efficiently, or have accepted its being done less thoroughly or its being left undone.

Have relaxed your standards of work
Possibly you have found that by being less "fussy" you can save time to spend with the family, work away from home, or take part in community activities.

Have simplified your work
Time saved by changing your methods of doing routine tasks may have freed time for doing the things you want to do.

THE MONEY TREE

*74



Directions for bulletin board game: Use play money--pin or thumb tack the money to the tree. One student comes to the tree and picks up $25. for each group of four students. Let the students decide how they want to use the money. Ask:

1. What did you buy?
2. Did you need or simply want the items?
3. Was the money spent wisely?
4. If you had another $25., would you spend it the same way?

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BUDGETING GAME *75

Directions

Larry and Carole, a young couple, have been married six months and both are working. Each month they have a take home income of $400.00. They are trying to build up an emergency fund and a savings account for the time when Carole will not be working or in case Larry is temporarily unemployed. You are Larry and Carole and are trying to keep a balanced budget. Rules:

1. Up to five players may play at one time.
2. Shuffle pack of cards, set face down on the board.
3. Each player places a peg in the start area.
4. One player should act as banker. She gives each player $400 at the beginning of the game. The following amounts of money should be given each player: 4 - 25¢, 4 - 50¢, 6 - $1.00, 6 - $5.00, 6 - $10.00, 5 - $20.00, 2 - $50.00, and 1 - $100.00.
5. All bills should be paid to the banker during the game.
6. Players toss the dice, highest number starts, others follow in the order of the number tossed. Proceed clockwise around the board, toss the dice each turn and move forward that number of squares.
7. Player must pay bill on square in which she lands. When player lands on Chance square, draw a card, do what the card says (if the card says "Your Choice", it is the player's choice whether or not she takes that chance). Replace the card on the bottom of the stack.

8. When player lands on square that is a bill she has already paid, she must move to the next square that has a bill she has not paid or to a Chance square if that is next. No bill is paid twice.

9. When a player lands on a square where someone else is, the first player must move to the next bill she has not paid. Both players must pay the bills they have landed on.

10.. If a player is jumped to a square that someone is already on, that player stays on the square and is not jumped to another square. But the player must still pay the bill for that square.

11. Players may not borrow money from the bank.

12. End of the game. If a player spends her $400.00 before paying all of the bills she retires from the game. WHEN SOMEONE HAS PAID ALL OF THEIR BILLS, THE GAME ENDS. Each player then:

    1. Checks the number of bills she has paid.
    2. Counts the amount of cash she has left.
    3. Adds up the actual value of the chances she took.

Player who has paid all the bills, and who is richest in the AMOUNT OF ACTUAL VALUE OF CHANCES TAKEN and cash left wins.

DESCRIPTION OF BUDGETING GAME

The game boards were silk screened on vinylite sheets (21 by 21 inches). Each budget expenditure on the game board was illustrated with a simplified drawing in the square. An illustration of the game board is on the following page.

The chance cards were mimeographed on 2 by 4 inch pieces of construction paper. The money was mimeographed, the bills on mimeo paper and the coins on construction paper. The pegs and dice were purchased commercially.

The budget expenditure figures in the game are based on the Bureau of Labor Statistics "Consumer Expenditures and Income Report, Total Northeastern Region, Urban and Rural 1960-61."

Sample form to help players keep track of bills paid and chances taken.

Bills	Amount	Chance	Actual Value of Chance

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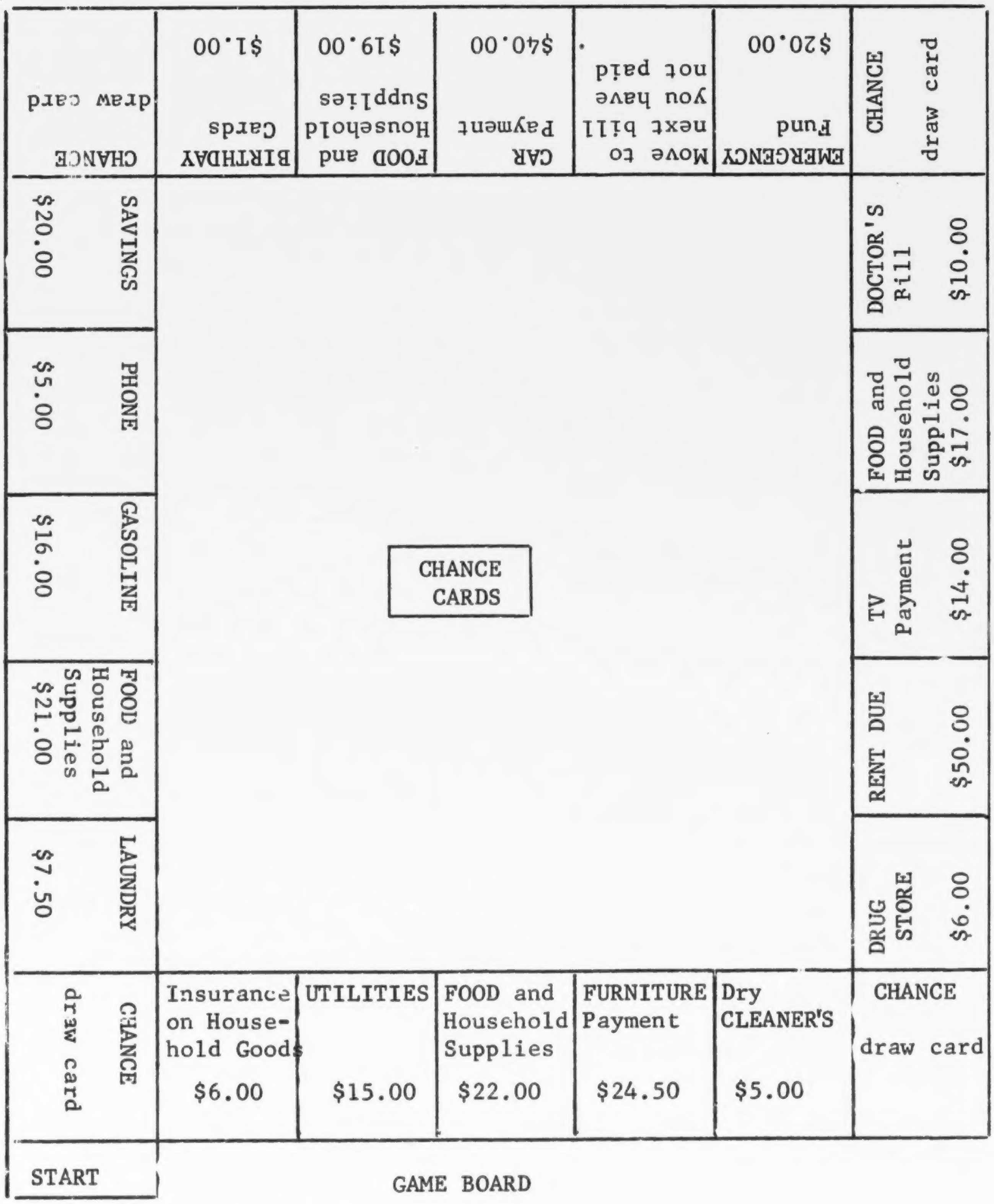
BUDGET GAME


START
CHANCE draw card
LAUNDRY $7.50
FOOD and Household Supplies $21.00
GASOLINE $16.00
PHONE $5.00
SAVINGS $20.00
CHANCE draw card
BIRTHDAY Cards $1.00
FOOD and Household Supplies $19.00
CAR Payment $40.00
Move to next bill you have not paid.
EMERGENCY Fund $20.00
CHANCE draw card
DOCTOR'S Bill $10.00
FOOD and Household Supplies $17.00
TV Payment $14.00
RENT DUE $50.00
DRUG STORE $6.00
CHANCE draw card
Dry CLEANER'S $5.00
FURNITURE Payment $24.50
FOOD and Household Supplies $22.00
UTILITIES $15.00
Insurance on House-hold Goods $6.00
CHANCE CARDS

GAME BOARD

CHANCE CARDS

1. The car had a flat tire, the tire was ruined, must buy a tire - pay cash - $25.00.

2. Collection at the office, you contribute $1.50.

3. Sale on textured hose - 2 pair for $2.00.
   Your Choice
   Actual Value $3.00

4. Magazine Salesman has a bargain on magazine subscriptions - 4 magazines for 2 years - $15.00, pay now.
   Your Choice
   Actual Value $23.00

5. You are invited out for dinner. Deduct $1.50 from your next food bill.

6. The beauty shop is having a special. You can have your hair done for $2.25.
   Your Choice
   Actual Value $4.00

7. You have just seen a blouse you like for $4.00.
   Your Choice

8. The United Fund is collecting. You feel that you should contribute $3.00.

9. You are invited to a jewelry party, if you go you will spend $3.50 on jewelry.
   Your Choice

10. The neighbors have asked you over for the evening.

11. You have a $6.00 church pledge to pay.

12. White Sale - Sheets, 2 for $5.50.
    Your Choice
    Actual Value $6.50

13. The toaster burns the toast, it will cost $3.00 to have it repaired.
    Your Choice

14. Your husband needs 2 pair of work pants - $8.00.

15. Door-to-door salesman, pots, pans - $150.00 to be paid for in 3 months.
    Your Choice

16. The shoe store is having a sale - 2 pairs of shoes for $6.00.
    Your Choice
    Actual Value $9.00

17. A store is having a sale on fabric - 2 yards for $1.50, you find 6 yards you want.
    Your Choice
    Actual Value $6.00

18. You have just found a winter coat on sale for $20.00, you need a new winter coat.
    Your Choice
    Actual Value $39.00

19. You have a Christmas Club payment due. $4.50.

20. Three people in your family have birthdays this month, you have found gifts that cost $3.50 each - can you afford to buy the gifts?
    Your Choice

21. You want to go bowling, it will cost you $3.00.
Your Choice

22. Door-to-door salesman, vacuum cleaner - $200.00, pay for in 12 months at $20.00 per month.
Your Choice

23. Sale at grocery store on hamburger, 50¢/pound - decide if you should buy 5 pounds.
Your Choice
Actual Value $3.50

24. Sweater sale - $4.50 for a sweater.
Your Choice
Actual Value $8.00

25. A movie that you really want to see is playing, it will cost you $4.50 to go.
Your Choice

26. You have been to the dentist, tooth filled. $20.00

27. You would like to go to the movies, it will cost you $3.00.
Your Choice

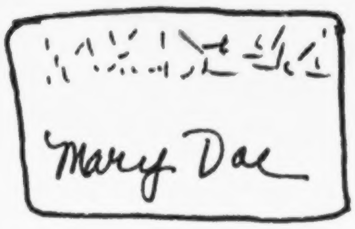
28. You received a coupon at the laundromat for bowling 2 frames each for you and your husband. It will only cost you $1.00.
Your Choice
Actual Value $2.50

29. You are late getting home from work. You and your husband decide to eat out. It costs you $2.75.

30. The record store is having a sale - two records $1.50.
Your Choice
Actual Value $3.00

WHAT TYPE OF CREDIT?

*76



charge account

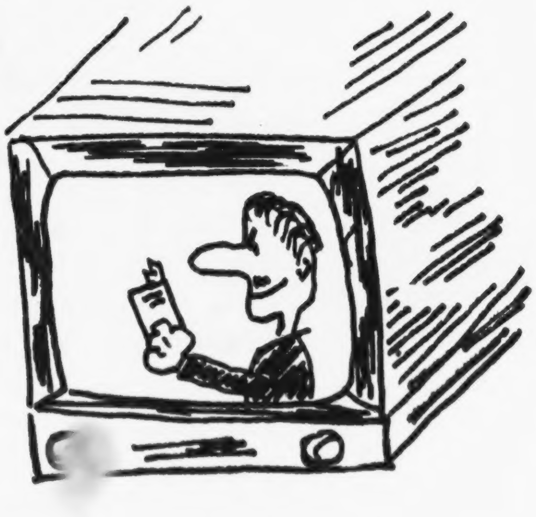
installment contract

revolving charge

bank loan

*77

WHAT DO YOU KNOW ABOUT THE PRODUCTS THEY SHOW?



consumer union reports

newspaper ads

labels

booklets

pamphlets

magazine articles

BE A PEST TO PESTS

*78

transparency